

Meeting	Human Resources Committee
Date and time	Thursday 21 September 2017 at 8.30 a.m.
Location	Boardroom, 1 Inverness Campus

Board Secretary
14 September 2017

AGENDA

Welcome and Apologies

Declarations of Interest

ITEMS FOR DECISION

1. **MINUTES**
Minutes of Meeting of the Human Resources Committee held on 1 June 2017
2. **HUMAN RESOURCES COMMITTEE - TERMS OF REFERENCE**
Covering report by Board Secretary
3. **PUBLIC SECTOR EQUALITY DUTY - MAINSTREAMING REPORT**
Report by Director of Organisational Development

ITEMS FOR DISCUSSION

4. **HUMAN RESOURCES PERFORMANCE INDICATORS – QUARTER 4 2016/17**
Report by Director of Organisational Development
5. **NATIONAL BARGAINING**
Joint Report by Directors of Organisational Development and Finance
6. **IIP GOLD ANNUAL REVIEW**
Report by Director of Organisational Development
7. **EXTERNAL SUPPORT ANNUAL REPORT**
Report by Director of Organisational Development

ITEMS FOR NOTING

8. **AUDIT REPORT - RECOMMENDATIONS**
Staff Recruitment and Retention – Succession Planning

9. **MINUTES**
Joint Consultative Committee – 30 May 2017
10. **AOCB**
11. **DATE OF NEXT MEETING**
Thursday 30 November 2017 at 8.30 a.m.

Board of Management

MINUTES of the MEETING of the HUMAN RESOURCES COMMITTEE held in the Boardroom, 1 Inverness Campus on Thursday 1 June 2017

PRESENT: Carron McDiarmid, Lindsey Mitchell, Innis Montgomery, Steve Walsh, John Wilson
CHAIR: John Wilson
APOLOGIES: Andy Gray, Mick Longton
ATTENDING: Acting Principal
Director of Organisational Development
Secretary to the Board of Management

1. MINUTES

The Minutes of the Meeting of the Human Resources Committee held on 2 March 2017 were **AGREED** as a correct record and were **APPROVED** and signed.

2. POLICIES

a. STAFF CODE OF CONDUCT POLICY

A number of minor revisions had been made to the staff code of conduct policy and these had been discussed at Scrutiny Panel (27 April 2017) and SMT (18 May 2017).

The Committee **APPROVED** the staff code of conduct policy.

b. STAFF DISCIPLINARY POLICY

A number of minor revisions had been made to the staff disciplinary policy and these had been discussed at Scrutiny Panel (27 April 2017) and SMT (18 May 2017).

The Committee **APPROVED** the staff disciplinary policy.

3. ORGANISATION AND PROFESSIONAL DEVELOPMENT STRATEGY KPIS

A report by the Director of Organisational Development referred to the last meeting when the Committee recommended approval of the organisation and professional development strategy to the Board of Management for approval and requested further development of KPIS.

The Committee discussed the performance indicators and asked for clarification on some of the targets set.

The Chair thanked the Director of Organisational Development and her team for the work carried out in combining the previous two strategies into one and for the development of the KPIS.

The Committee **RECOMMENDED** the KPIS to the Board of Management for approval.

4. HUMAN RESOURCES – QUARTER 3 REPORT

A report by the Director of Organisational Development provided qualitative analysis of key HR measures relating to turnover and absence as follows:-

- Turnover
- Headcount and FTE
- Leavers
- Starters
- Transfers and Secondments
- Absence

In particular the committee discussed

1. whether absence due to stress was work or home related and the measures which the college had put in place to support staff
2. the reasons for the increase in the number of fixed term contracts and the resulting benefits of an increased commitment from staff. This also mitigated the risk of supply staff leaving part way through the academic year
3. the high number of absences due to viral infections and whether antibacterial hand wash would have an impact on the numbers. Innis Montgomery offered to enquire whether his employer, Cap Gemini had seen any change as a result of them introducing bacterial hand wash facilities within their office environment.
4. A factor believed to be impacting on the low turnover was considered in part to be the number of staff who were able to access their pension but who had not yet retired. This was linked to the ongoing pay negotiations and the potential of increased pay rates. It was also linked to the highly motivated workforce which was evidenced in the recent IIP Gold award and high performance across the college, especially in relation to the KPI's.
5. The encouraging increase in number and quality of applications received for vacant posts across the college.

The Committee **NOTED** the report.

The Chair suggested that item 6 on the agenda be considered in advance of item 5. This was agreed.

5. NATIONAL BARGAINING

A report by the Director of Organisational Development provided background information on recent pay settlements for both support and teaching staff and to the current national bargaining between the Management Side and EIS.

The Acting Principal updated the Committee on a meeting of the Employers Association which he and the Director of Organisational Development had attended on 31 May. A further meeting would take place on Monday 19 June.

A copy of the NJNC agreement which had been reached on 19 May was tabled together with a statement of the cumulative costs to Inverness College over the three fiscal years, 2017-18 to 2019-20 as well as the costs over the academic years 2016-17 to 2019-20.

The Acting Principal advised that an update on the outcome of the meeting on 19 June would be provided to the meeting of the Board of Management on 20 June.

The Committee while **NOTING** the position, expressed real concern regarding the sustainability of funding nationally agreed pay rises and harmonisation of terms and conditions, without appropriate adjusted funding to the College.

6. RISK REGISTER ANNUAL REVIEW

A report by the Director of Organisational Development referred to the risk on the College's risk register that related to the HR Committees area of responsibility, namely the risk of disruption to services/projects and/or partnership working resulting from loss of key staff member (succession planning).

The Committee **NOTED** the risk relating to succession planning.

7. EMPLOYEE RELATIONS

The Committee **NOTED** the Minutes of the Meeting of the JCC held on 26 April 2017.

8. HALF YEARLY EMPLOYMENT LAW UPDATE

A report by the Director of Organisational Development provided an employment law update and the College's on-going legislative compliance as follows:-

- Public Sector Exit Payments Capped
- Shared Adoption Leave
- Gender Pay Gap Statutory Reporting
- National Living Wage/ National Pay and Conditions
- May 2016 – Trade Union Act 2016

The Committee **NOTED** the report.

9. DATE OF NEXT MEETING

Thursday 21 September 2017 at 8.30 a.m.

Signed by the Chair: _____

Date: _____

BOARD OF MANAGEMENT

Subject/Title:	Human Resources Committee Terms of Reference		
Meeting and date:	Human Resources Committee –Thursday 21 September 2017		
Author:	Fiona Ambrose, Secretary to the Board		
Link to Strategic Plan:			
Cost implications:	No		
Risk assessment:	Yes If yes, please specify: Financial: Operational: Organisational: required for the proper Governance of the College		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Open		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
Its disclosure would substantially prejudice the commercial interests of any person or organisation (S33)		Its disclosure would constitute a breach of confidence actionable in court (S36)	
Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation

The Committee is asked to consider the proposed changes to the terms of reference and to recommend them to Board of Management for approval

Purpose of report

To present the Committee with amended terms of reference for consideration

Background

The Human Resources Committee terms of reference were last reviewed in June 2015. In line with best practice, it is appropriate that the committee now carry out a review to ensure that they are up to date and meet the needs of the committee. The Secretary to the Board has suggested some changes.

Human Resources Committee Terms of Reference

Membership

Not less than five Board Members, including the Chair and Principal who are members *ex officio*.

Board Members who are employed at the College may not Chair the Committee.

Quorum

Three members of the Committee entitled to vote upon the items before the meeting.

Frequency of Meetings

The Committee shall meet no less than four times each year.

Remit

The Committee has overall responsibility for the direction and oversight of all personnel matters relating to the function of the Board of Management as employer of the College's staff.

The Committee shall oversee the development and auditing of all human resource strategies and work streams and this shall include:

1. Overseeing the ~~Organisation and Professional Development~~ ~~Human Resources~~ Strategy and Annual Action Plan and monitoring actual performance against KPIs.
2. Overseeing the human resources measures surrounding turnover, absence, diversity and teaching qualifications
3. Ensuring that the College has appropriate succession plans in place for senior management, teaching and support staff
4. Auditing Human Resource policies ~~and practices~~ within the College, including those relating to recruitment and selection, terms and conditions of employment including Discipline and Grievance, Health and Safety, and training and development, staff development and appraisal.
5. Overseeing the provision of occupational health support, the provision of computerised human resources systems and a Job Evaluation system.
6. Monitoring progress against Equality Scheme Action Plans.
7. Monitoring the Investors in People ~~and Customer Services Excellence~~ standards and ensuring that the College provides appropriate Staff training

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and development.

~~6-8.~~ Ensuring the College has in place an effective Performance Management framework monitored through regular statistical reports to the Committee.

~~7-9.~~ Ensuring appropriate arrangements are in place for effective dialogue with trade unions

~~8-10.~~ Ensuring that pay and conditions of employment are properly determined and that pension arrangements are monitored

~~9-11.~~ Ensuring that the college is operating within all legal requirements relating to employment law and other legislation affecting employment

Board of Management

Subject/Title:	Public Sector Equality Duty, Equality Mainstreaming Report		
Meeting and date:	Human Resources Committee, 21 September 2017		
Author:	Lindsay Ferries, Director of Organisational Development		
Link to Strategic Plan:	Strategic Purpose and Vision		
Cost implications:			
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation:

HR Committee are asked to discuss and agree the attached mainstreaming report and equality outcomes for 2017 – 2021.

Summary

Equality and Diversity in the public sector are underpinned by a mandatory legal framework, ‘The Public Sector Equality Duties’ (PSED) extending to an institution’s relationship with both staff and students. The Equality Act 2010 and the accompanying Scottish specific duties apply to Inverness College UHI.

Inverness College UHI Strategic Purpose and Vision and alignment with PSED

Our approach to Equality and Diversity is guided by our Strategic Plan underpinned by themes of Opportunity and Growth for our region for our students and for our staff

Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;
- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

We will achieve this by creating a dynamic and progressive environment which promotes effective teamwork, dispersed leadership and creativity.

Our approach to Equalities underpins and guides all we do and provides an umbrella under which every aspect of the student and staff journey is encompassed. We believe that leadership is a shared responsibility and empower our staff to work together and in partnership with our students to meet their aspirations.

Public Sector Equality Duty (PSED)

PSED requires Inverness College UHI to give due regard to the need to :

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Scottish Specific Duties

Scottish Government in 2012 introduced specific duties including the requirement to publish Equality Outcomes every four years and a Mainstreaming report. The college published its first set of equality outcomes in 2013. The HR Committee and the Board of Management have reviewed progress towards meeting these outcomes on an annual basis.

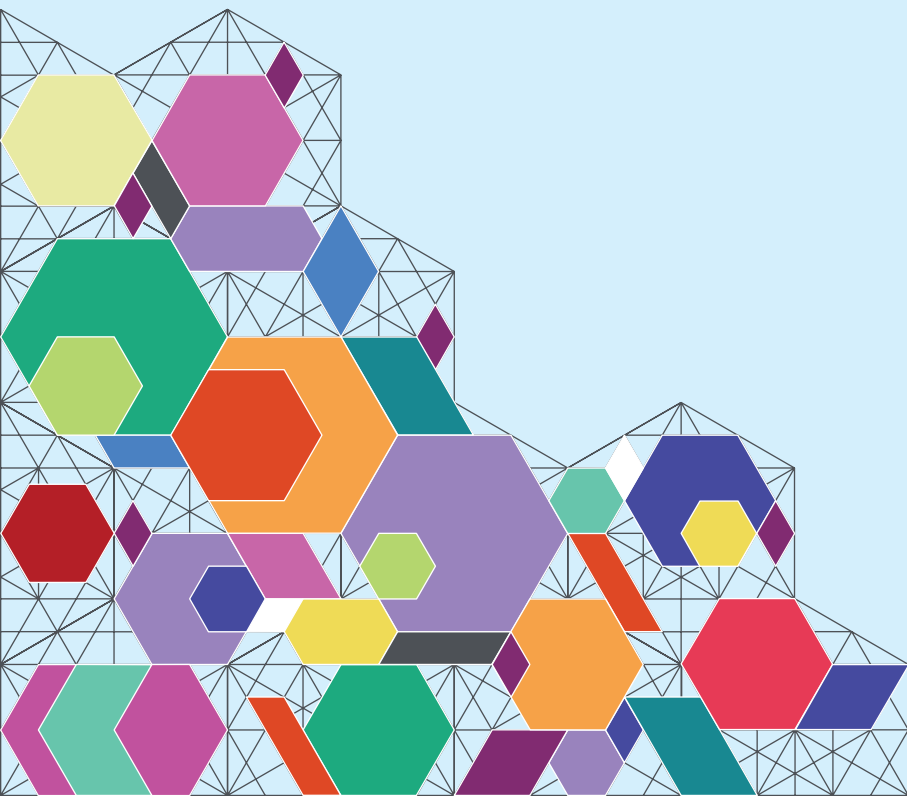
The report that I present today sets out the following:

1. Our performance in light of the outcomes set in 2013
2. Employment data
3. Equality outcomes, aligned to our Regional Outcomes for the period 2017 – 2021.

START
TOMORROW
TODAY

Equality Mainstreaming Report

2017



University of the
Highlands and Islands
Inverness College

Contents

1. Introduction & Context	3
2. Highlands and Islands Regional Tertiary Outcome Agreement	3
3. Equality Outcomes 2013-2017 Progress and Mainstreaming Activity	6
3.1 Institutional Leadership and Governance	6
3.2 Learning & Teaching.....	8
3.3 Students.....	9
3.4 Performance	13
3.5 Staff Development	15
4. Employee Data and Gender Pay Report	18
5. Staff Development	24
6. Appendices:	
Student Data Sets	27
Equality Outcomes 2017-2020	34
Highlands and Islands Regional Outcome Agreement Equality Targets	41

1.0 Introduction and Context

Inverness College UHI is the main provider of education and skills development in the Highland region and touches the lives of many. In August 2015 the College relocated to the setting of Inverness Campus, and re-developed the Scottish School of Forestry in Balloch. We also have a footprint in Badenoch and Strathspey with the Falcon Centre hosting our community based learning hub for the area.

The College has an income of approximately £25m and provides education and training for approximately 6,500 students, with over 2,600 of them attending on a full-time basis. In the last four years our higher education provision has grown significantly and, as the presence of the University of the Highlands and Islands in Inverness, we are the key provider of higher education in the region. The College's provision however spans all Scottish Credit and Qualification (SCQF) levels from foundation through to doctoral level study and as an organisation we pride ourselves on our ability to support the needs of all of our students, no matter what their level of study. In this sense, our provision is truly accessible and inclusive.

At the heart of our organisation is a commitment to parity of esteem for vocational and academic study. We value both equally and indeed seek to blur the boundaries between the two, providing meaningful experience that properly equips our students for progression to higher level study or to employment and a rewarding career. We provide work-based learning pathways that stretch from the school Senior Phase through to graduate-level study. We aim to be the first port of call for anyone in the Highlands or beyond seeking post-compulsory education and training and as such we sit at the heart of the community, working in close partnership with regional agencies.

Our Strategic Plan for 2017 – 2020 sets out our ambitions of how the College will develop during the next three years and how we intend to contribute to the realisation of the University of the Highlands and Islands' strategic vision, as set out in the UHI Strategic Plan. Our focus is on providing seamless pathways that blur the boundaries between school and college, and college and university; and that support all of our students in the development of rewarding careers, and our region in its continued prosperity.

Our approach to Equality and Diversity is guided by our Strategic Plan underpinned by themes of Opportunity and Growth for our region for our students and for our staff

Our vision is to –

Be recognised as a centre of excellence, working with partners to deliver a coherent education system founded upon:

- Inclusive practice that encourages participation and closes the attainment gap;
- Courses of excellent quality that respond to industry demand;

- Seamless pathways through all levels of education;
- Research that informs teaching and drives regional innovation.

We will achieve this by creating a dynamic and progressive environment which promotes effective teamwork, dispersed leadership and creativity.

Our approach to Equalities underpins and guides all we do and provides an umbrella under which every aspect of the student and staff journey is encompassed. We believe that leadership is a shared responsibility and empower our staff to work together and in partnership with our students to meet their aspirations.

As a College we are cognisant that an individual's circumstances – where they live, their gender, their support needs, their family's circumstances and their protected characteristics – may still have a disproportionate impact on their chances of success. As a College we are keen to do all we can to ensure that there is *equity in opportunity* for individuals. We recognise that we can work with students to identify and remove barriers to progression and put in place any additional support we can to ensure there is a *equity in outcome* for individuals so their circumstances do not unfairly disadvantage them. We have gathered data on our 20 per cent most deprived postcodes and have recently narrowed this to look at 10 per cent most deprived. To supplement this, we have also started to use the Socio-Economic Performance (SEP) Index and the 8 Fold Rural Index which we have linked to our Equalities data on our Enrolment Dashboard.

Our improvement agenda around access and inclusion focuses our action around the three core aims as identified in *Delivering Equity and Excellence in Scottish Education* –

- Closing the attainment gap
- Ensuring we have a responsive curriculum
- Empowering our communities

While our collective focus is on student experience and success, we also recognise the importance and impact on our students and staff of promoting equality and diversity in our organisational and professional development practices.

In 2014 we were awarded the Investors in Young People Award, the first college in Scotland to have achieved the award recognising our commitment to the development of our young workforce.

In recognition of the staffs' commitment and the college's development of an environment that encourages staff to reach their full potential, in 2017 the college was awarded Investors in People Gold. This accolade is awarded to the top 15% of IiP accredited employers and reflects the excellence in employment and people management practices. The college will continue to utilise national recognised quality frameworks to ensure that we continue to improve.

2.0 Highlands and Islands Regional Tertiary Outcome Agreement

Inverness College UHI is one of the largest partners in the University of the Highlands and Islands (UHI). We are the only University in the Highlands and Islands and the first tertiary institution in Scotland providing access to a range of programmes at all levels. The tertiary nature of our provision and the student focused approach of each partner gives us an opportunity to offer access to education for all, regardless of background and previous educational attainment.

While this report is specific to Inverness College UHI, we have a regional approach to developing and reporting our equalities work, taking account of the equalities activities across the partnership and bringing this together at a university level.

Regional, University wide themes include:

- Leadership, governance and management outcome: Inequalities affecting those with protected characteristics reduced and eliminated through the embedding of equality and diversity in the university's leadership, governance and management structure and processes.
- Stakeholder engagement outcome: Needs are better understood because the university takes reasonable steps to involve people who share a relevant protected characteristic and anyone who appears to the university to represent the interests of those people.
- Data and disclosure outcome: The most pressing equality challenges affecting those with protected characteristics identified and addressed through the gathering and analysis of comprehensive, robust evidence.
- Student outcome: there is parity of outcome and consistency of experience for all students whatever their background.
- Staff development outcome: Staff understand and act on their responsibilities to advance equality and foster good relations between all equality groups.
- Staffing outcome: Equivalence for staff supported through consensus building and agreement on partnership-wide policies relating to staffing and staff development and through initiative aimed at developing shared understanding of roles and responsibilities.

3.0 Equality Outcomes 2013-2017 Progress and Mainstreaming Activity

Our approach to mainstreaming equality and diversity is underpinned by our initial mainstreaming report 2013 – 2017 and our annual updates on progress. The following sets our progress since 2013 and underpins our continuous improvement going forward.

3.1 Equality Theme – Institutional Leadership and Governance

Outcome – The Board of Management understand their responsibilities in line with the Equality Act.

Over the period of this report all existing and new Board of Management members have received formal training delivered by the Senior Management lead for equalities. The training covers the role of board members in scrutinising the progress made by the college across board committees and the strategic relevance of equalities in an educational context. Equality and Diversity Training is included as part of the standard induction for all new Board of Management members.

Chaired by the SMT lead for Equalities, the Equality and Diversity Committee met four times per year over the period of the report and continues to meet four times per year to address progress towards meeting the college equality outcomes. This is now refocussed in light of the SFC guidance for college outcome agreements and will also focus on the Access and Inclusion Strategy and Gender Action plan.

Membership of this committee includes a cross section of staff and benefits greatly from student representation through the Inverness College Student Association Vice President– Equalities.

Furthermore, the student vice president - equalities became a member of the Board of Management and has taken the role of equalities link at a student level. This has worked well and has ensured that alongside management reporting that the student voice is considered in all matters relating to the equalities agenda.

Outcome – The Board of Management membership is in keeping with the Scottish Government commitment to ensure gender balance by 2020.

In line with the Scottish Government commitment to ensure gender diversity in Board membership, the college has done well over the last four years to attract and maintain a gender balanced membership.

Board Membership Gender Balance 2013 - 2017

Year	Male	Female	Vacancies
April 2013	8	7	1
April 2014	7	8	1
April 2015	5	10	3
April 2016	8	8	2
March 2017	7	9	2

This has been attributed to a range of initiatives over the period to help maintain this position these include:

- the use of a variety and broad range of mediums to attract candidates;
- at each recruitment campaign, taking the opportunity to highlight profiles of current board members on the College website;
- at each recruitment campaign, holding an open evening where potential applicants can meet board members, learn a little about the role and about the college in an informal setting;
- maximising the use of press releases to make specific reference to the diversity of the Board;
- the use of social media, namely twitter and Facebook to appeal to and engage with diverse groups;
- periodically reviewing the timings of Board and Committee meetings, to take into account the work and family commitments of board members.

The Board of Management will continue to use these mechanisms to continue to build on the diversity of the Board going forward.

Over the same period, Gender balance within the senior management team has seen a positive variance towards female representation.

Senior Management Team Gender 2013 - 2017

Year	Male	Female	Vacancies
April 2013	3	5	0
April 2014	3	5	0
April 2015	2	6	0
April 2016	2	6	0
March 2017	1	6	1

3.2 Equality Theme – Learning and Teaching

Outcome - Equality and diversity, are promoted effectively throughout the curriculum (Education Scotland¹)

Education Scotland conducted its 4-yearly external review of the college in March 2016. The external review report contains the following judgement:

“The college actively promotes equality and diversity through its *Equality Outcomes Strategy*. Where opportunities arise within the curriculum, teaching staff work well to develop learner understanding of equality and diversity.

The college offers a suitable portfolio of FE programmes which meets the needs of learners well. Almost all curriculum teams ensure that programme content is appropriate and addresses the needs of different groups of learners from diverse backgrounds and circumstances. Almost all programmes also provide clear progression routes into further learning and take good account of the requirements of local industries.

The college provides high levels of support for learners who need to overcome barriers to learning. Most of these learners progress into employment or further study. Almost all learners are well aware of where and how to access services to support learning.”²

Over the last two years the college has worked with staff to implement the Framework for Excellent Learning and Teaching. One of the aims of the framework is to ensure equality and diversity are positively promoted throughout the curriculum, supported through the professional review process. This is progressing well. The *Framework for Excellent Learning and Teaching* (part of the Learning and Teaching Strategy) identifies among its characteristics that excellent learning and teaching:

¹ Encompassing the former Her Majesty's Inspectorate of Education (HMIE)

²

<https://www.education.gov.scot/assets/contactorganisationinspectionreports/invernesscollegehirev06may2016.pdf>
p.9

- is built on a foundation of respect and positive relationships, and;
- develops essential skills, capacities and attributes

The first of these characteristics includes the principles that the learning environment (face-to-face or virtual) is safe, positive and engaging, and is a place where students feel respected, included and able to learn regardless of their circumstances or particular needs. That teaching staff promote positive behaviour and take responsibility for creating a climate of respect and trust, and that they take an interest in individual students and have an awareness of their circumstances and background.

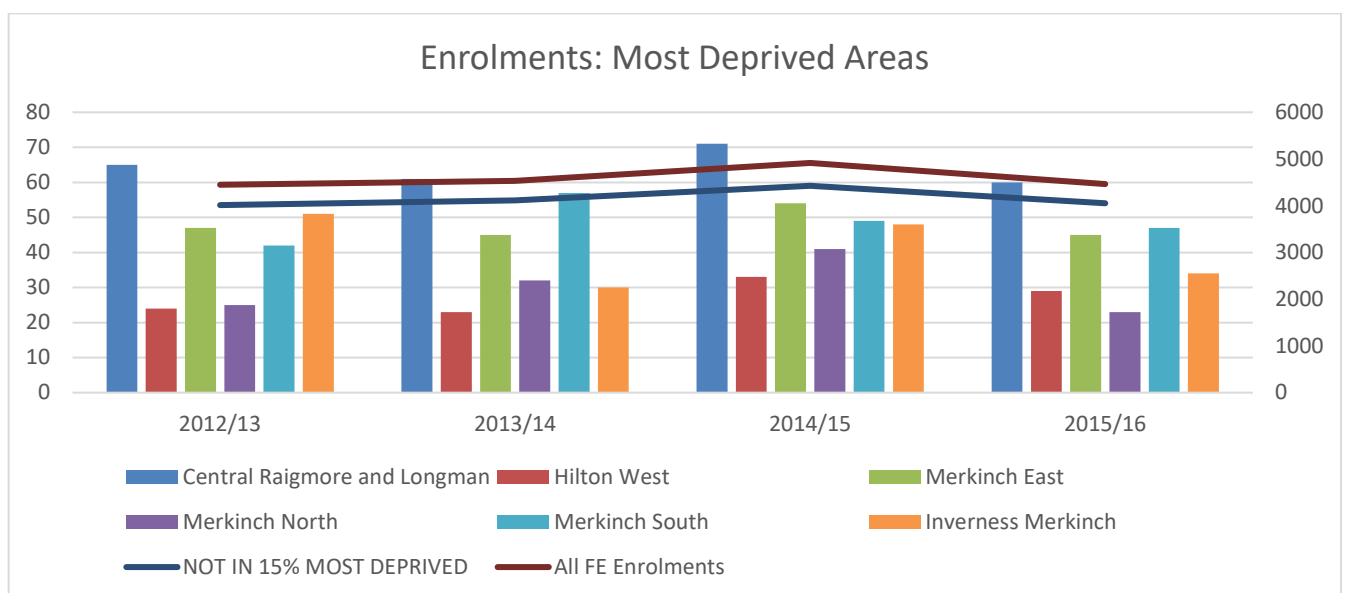
The second characteristic includes the principle that opportunities to promote positively equality and diversity should be identified and used effectively by teaching staff to raise awareness of social and intercultural diversity.

Staff development aligned with the framework and characteristics has taken place and will continue. The college has also developed and implemented a lesson observation model, *Professional Discussion on Learning and Teaching (PDLT)*. The model evaluates an observed episode of learning, along with the findings from discussion with the students and the lecturer, against the framework, including the characteristics and principles set out above.

3.3 Equality Theme - Students

Outcome: Students from the most deprived areas in highland are represented in post-school education.

Outcome: Increase enrolment for students from the four data zones identified as the most deprived areas in Inverness: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman by **0.2%** year on year.



Enrolments from most deprived areas over time

Year	Total enrolments	Enrolments: most deprived areas	% Enrolments: most deprived areas
2012-13	4449	254	5.7%
2013-14	4535	248	5.5%
2014-15	4916	296	6.0%
2015-16	4462	238	5.3%

The number of enrolments from the identified most deprived areas has fluctuated between 2012-13 and 2015-16. The enrolments from these areas as a percentage of all FE enrolments has varied from between 6.0% and 5.3% over the same period.

Our Access and Inclusion Strategy, as part of the Regional Outcome Agreement (ROA) with the Scottish Funding Council for 2017-18 to 2020-21, will ensure we continue to build on our school partnerships and transition programmes and continue to focus on those schools serving the four data zones identified as the most deprived areas in our sub region: Inverness High School (IHS), Inverness Royal Academy (IRA) and Milburn Academy (MA).

The table below shows the enrolments by pupils from these schools on school-link programmes over time.

School-link enrolments from schools in the most deprived areas over time

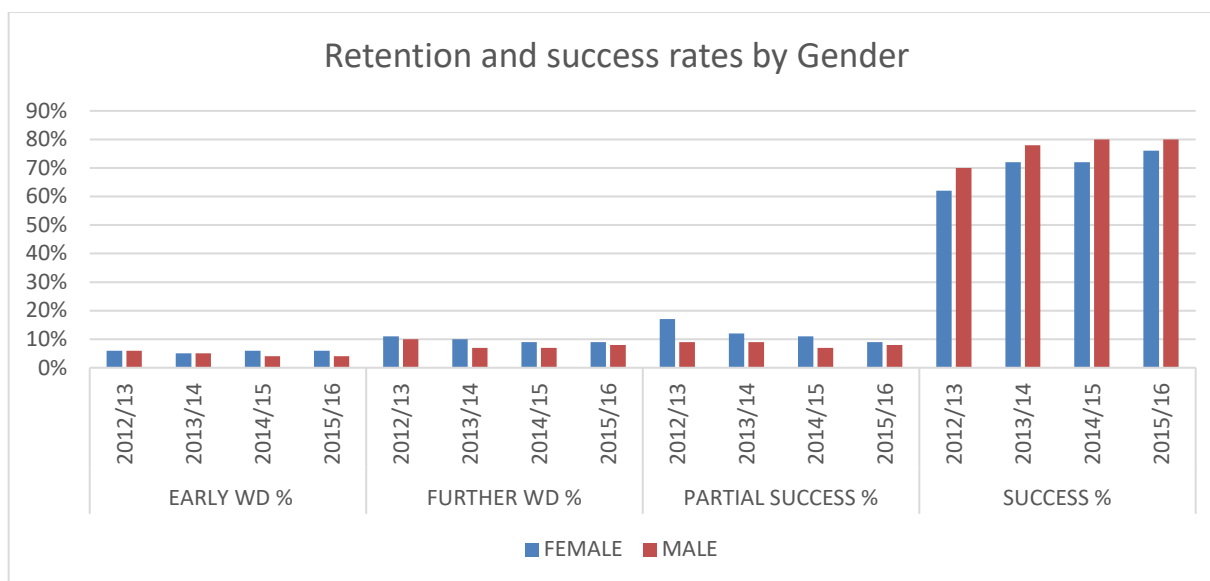
School	2012-13	2013-14	2014-15	2015-16
IHS	35	44	38	53
IRA	48	56	36	54
MA	38	37	37	39
Total	121	137	111	146

Outcome: Proactively work toward eliminating occupational segregation by promoting courses where there is a gender imbalance

The college continues to be proactive and targets promotion of courses in sectors where there is an under-representation of one gender. For example, promoting construction courses to females and care courses to males. This is achieved through the use of marketing materials and role models, including female engineering lecturers and male hairdressing lecturers engaged in school-link programmes and information evenings.

The Gender Action Plan will build on this work and ensure that further positive action is taken over the next few years, including identifying and working towards targets for gender representation in specific subject areas.

Outcome: Increase retention rates across all programmes, specifically targeting gender, age, and subject area



Retention and success rates by gender

Gender	Retention Rates			
	2012-13	2013-14	2014-15	2015-16
Female	83%	85%	85%	85%
Male	84%	88%	89%	88%

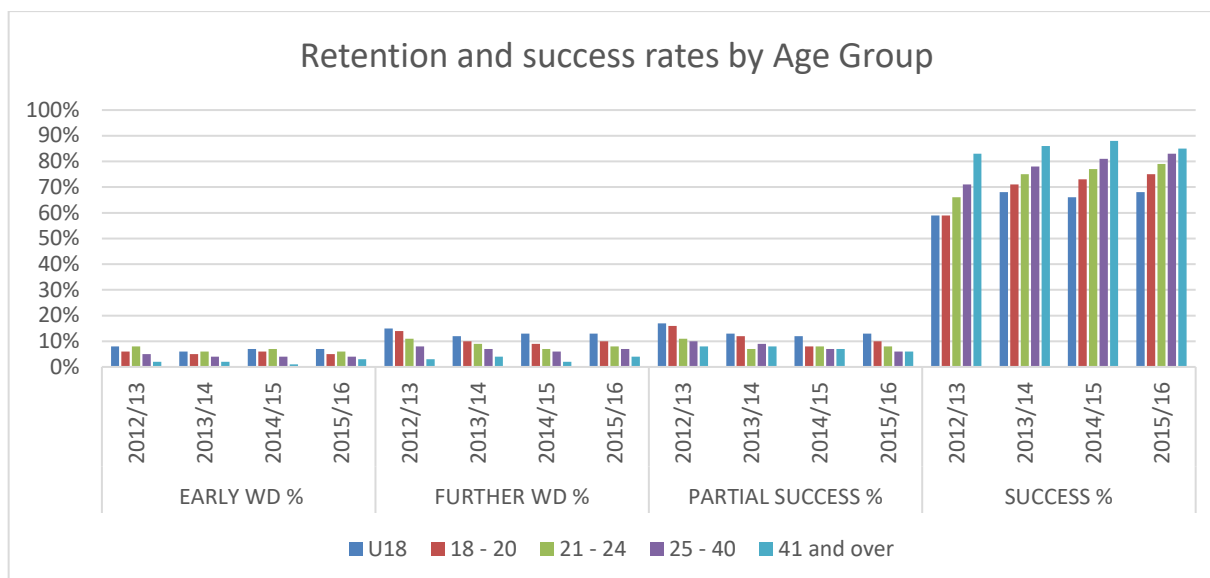
Gender	Success Rates ³			
	2012-13	2013-14	2014-15	2015-16
Female	62%	72%	72%	76%
Male	70%	78%	80%	80%

Retention is high for both females and males, and has improved over time. Retention rates for male students are slightly higher than for females.

Success rates have improved for both females and males over time: female success rates have improved by 14 percentage points (pp) and male success rates have improved by 10pp over four years. Female success rates are consistently lower than those for male students, although the gap has narrowed over time. This is consistent with the higher success rates overall for male-dominated subject areas, such as construction and engineering, and the relatively lower success rates in female-dominated subjects such as care, hairdressing and beauty. There is a high proportion of employed students (Modern Apprentices) in both construction and engineering, which accounts for the higher than average success rates in these subject areas overall.

The college's annual evaluation at programme level indicates that there is no significant or systemic difference between male and female success rates within subject areas.

³ 'Completed: successful' student outcome as defined by the Scottish Funding Council



Retention and success rates by age group

Age Group	Retention Rates			
	2012-13	2013-14	2014-15	2015-16
U18	77%	82%	80%	80%
18 - 20	80%	85%	85%	85%
21 - 24	81%	85%	86%	86%
25 - 40	87%	89%	90%	89%
41 and over	95%	94%	97%	93%

Age Group	Success Rates			
	2012-13	2013-14	2014-15	2015-16
U18	59%	68%	66%	68%
18 - 20	59%	71%	73%	75%
21 - 24	66%	75%	77%	79%
25 - 40	71%	78%	81%	83%
41 and over	83%	86%	88%	85%

Retention rates increase incrementally with age, starting with under 18 and moving to 41 and over. This pattern is consistent over time. Retention rates in each age group have improved over time, apart from the 41 and over age group, and are high across all groups.

Success rates mirror the pattern for retention rates.

Outcome: Achieve the Buttle UK Quality Mark for Looked After Children and Care Leavers

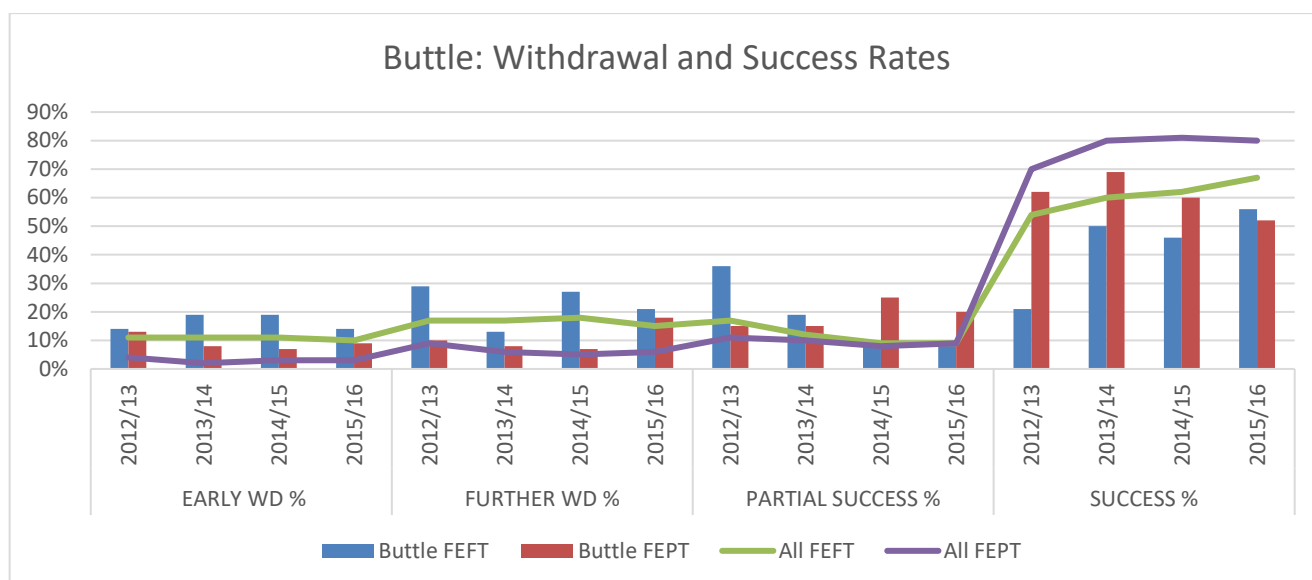


Table 9 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates for Looked After Children and Care Leavers

In 2015 the college was successful in its application for the Buttle UK Quality Mark for Looked After Children and Care Leavers. In line with Corporate Parenting legislation and the requirement to publish our College Corporate Parenting Plan, we mapped the Buttle Framework to the Corporate Parenting guidelines. Our College corporate parenting plan was approved by the Board of Management and serves as the framework to support care leavers and looked after children. Progress towards meeting our commitment will be reported and published on an annual basis. We are also responding to the latest guidelines from the Scottish Care Leavers Covenant – Supporting Corporate Parents to Improve Life Chances. We are looking at how we can implement the recommendations within the Covenant and are making good progress across many aspects of this.

While it is recognised that the numbers are low, the increases in success rates and the number of students participating in education are encouraging and are indicated across subject areas and SCQF levels.

3.4 Equality Theme - Performance

Outcome: Improve achievement rates in mature students (>21) by **0.2%** each year.

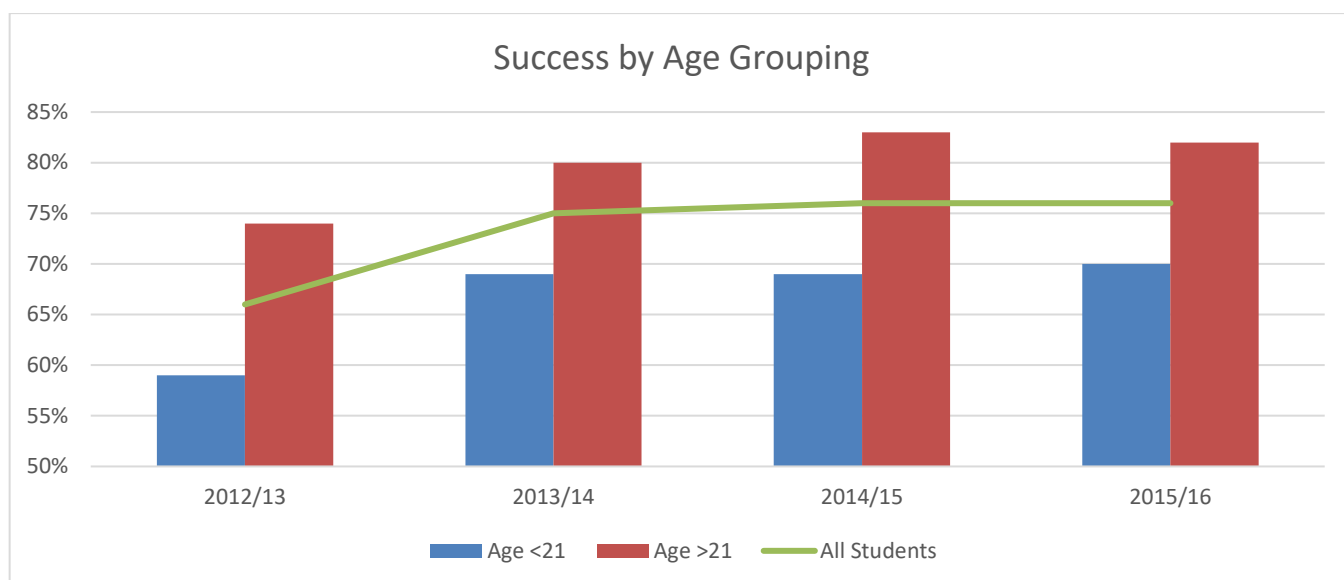
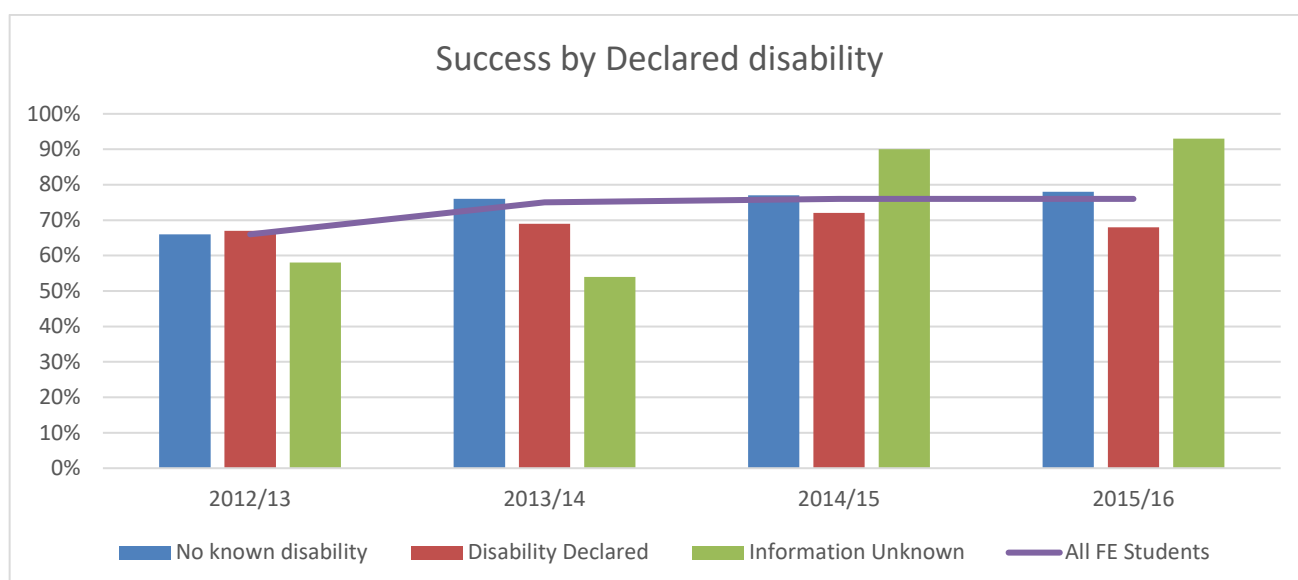


Table 10 in Appendix 1 details Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by age grouping.

Students aged over 21 have increased their level of success annually over the past three years. There was a 6pp increase from 2012/13 to 2013/14, followed by a 3pp increase from 2013/14 compared to 2014/15. This is also notable for students in the age group under 21, demonstrating clearly the impact of improves success rates overall.

Outcome: Improve achievement rates for students with a declared disability by **0.2%** year on year



Tables 10 and 11 in Appendix 1 detail Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates by disability declaration.

Success rates for students with a declared disability increased from 2012-13 to 2014-15. However, success rates for this learner group fell slightly in 2015-16, although they are

still 1pp above 2012-13 levels. Success rates for students with no known disability have increased steadily and are now 10pp above those for students with a disability. The college's Access and Inclusion Strategy for 2017-20 and associated action plan will place a focus on maintaining high success rates for all students and narrowing the gap between success rates for disabled and non-disabled students.

3.5 Equality Theme – Staff Development

A variety of development opportunities have been provided for staff throughout the period of this report.

Over the period of the report, an annual provision of four dedicated all staff development days has been implemented. On staff development days, relevant workshops focus on topics such as Autism Awareness, Mental Health First Aid, Diversity & Inclusion and Corporate Parenting.

Professional development is also enhanced through participation in informal groups which are led by the Learning and Teaching Working Group and provide a platform for staff to share best practice.

Outcome – All new staff to have undertaken and successfully complete compliance awareness training within 2 months of recruitment and or engagement (for bank staff)

All college staff complete a mandatory induction programme which covers Equalities, Safeguarding, Health & Safety and Corporate Parenting. This ensures that staff have an immediate awareness of the importance of access and inclusion for our students. Teaching staff complete a further mandatory induction programme which includes sessions on Building a Rapport with Students; Supporting Students; The Inclusive Classroom. This induction programme incorporates digital skills training for staff on the use of Smartboards and our Blackboard Virtual Learning Environment. This training ensures that these technologies can be used by all teaching staff to enhance their practice and aid inclusivity in their classrooms. Our Learning Technologist also provides training on assistive technology during induction so that all teaching staff are aware of what is available to students.

Within the College we have a highly skilled Additional Support Needs (ASN) Team who work first hand with individuals with additional support needs. Over the period of the report, two members of staff have achieved the *PDA in Inclusiveness*, an SQA qualification at Level 9. A third member of staff is in the last stage of this training. All members of the ASN Team have completed BRITE training.

DSA Needs Assessors attend at least three training courses per academic year to ensure their practice is current, particularly around developments in technology and the compensatory strategies that can be recommended to students.

Staff across the ASN, Student Funding and Admissions, and Guidance Teams have been trained in supporting students with mental health difficulties, counselling needs, Autism, Dyslexia, other specific learning needs as well as hearing and visual impairments⁴. The college also have four trained counsellors available to students. Between them they can

⁴ [Staff Development Matrix](#)

support individuals with mental health difficulties. The College supports them to keep their qualifications and registration up to date. The College has also invested in professional development for our Guidance Team who are qualified at SVQ3 level in Guidance and who have also completed an Introduction to Counselling, Careers Coaching and Mental Health First Aid. This enables us to provide a first level Guidance, support and referral service out with the formal counselling service. Informally, all members of the Guidance and ASN Teams take part in on-going CPD through College Development Network and third sector agencies to help keep their practice and skills relevant.

Teaching staff are supported by the Learning Technologist and the Digital Skills Training Officer in creating accessible content for use in the classroom and online. Our Technology Enhanced Learning Studio provides the equipment necessary to create a variety of materials using different media. Ongoing staff development and digital skills training takes place throughout the academic year.

New and experienced teaching staff work together informally to observe and to share best practice in all areas of pedagogy. Creating and maintaining an inclusive classroom is a strong theme within these groups and they help to raise awareness and embed excellent learning and teaching across all vocational areas.

Continuous professional development will continue to be a focus in our Access and Inclusion Strategy going forward.

To conclude, the college has seen significant improvements in the last four years. Aligned to our 2017-2020 Strategic Plan and the College Outcome Agreement, the Access and Inclusion Strategy will build on and continuously strive to improve our performance in this area.

4 Employee Data and Gender Pay Gap Report

The college collates information in relation to Age, Gender, Ethnic Origin and Disability. Applicants can also choose to disclose Sexual Orientation and Religion or Belief. It is acknowledged that this data is not always complete. Annual management information reports including these characteristics have been reported to the HR Committee of the Board of Management since 2009/2010.

Recruitment/Applicants

The College collects information on applicants for vacant posts in terms of Gender, Age, Declared Disability and Ethnicity.

Gender –The data show that for 2015/16 50% of applicants were female which was slightly lower than for 2011/12 at 54%. However, there has been an increase in non-disclosure rates for gender up to 10% in 2015/16 from 3% in 2011/12. This decrease in the number of female applicants should be considered in the context of a higher rate of non-disclosure.

Of the 42 core staff appointed in 2015/16, 57% (24 posts) of appointments were female and 43% (18 posts) of appointments were male compared to 2011/12 where 67% were female and 33% were male.

Of the 42 staff appointed in 2015/16 50% (21 posts) were female appointed to support roles, 33% (14 posts) were male appointed to support roles.

Of the 42 staff appointed in 2015/16, 7% (3 posts) were female appointed to teaching posts and 7% (3 posts) were male appointed to teaching roles

Function	Number	Male	Male %	Female	Female %
Support	31	11	26.19%	20	47.62%
Support Management	2	2	4.76%	0	0.00%
SMT	2	1	2.38%	1	2.38%
Teaching	6	3	7.14%	3	7.14%
Teaching Management	1	1	2.38%	0	0.00%
Total	42	18	42.86%	24	57.14%

Of the female appointments in 2015/16 96% were appointed to non-management grades A-H with 4% appointed to management grades I-M.

Of the male appointments in 2015/16 68% were appointed to non-management grades A-H with 22% being appointed to management grades I-M.

Of the 7 academic appointments in 2015/16 four were male, 1 PDM, 1 Engineering Craft, 1 Professional Cookery and 1 in Supported Education. One female was appointed in Teacher Education and 2 females were appointed in Humanities.

Age – In 2015/16 the highest proportion of applicants were within the age range of 30-49 (47%). This is slightly lower than 2011/12 which showed 52% within the age range of 30-49. However, this age range continues to consistently show the highest proportion of applicants to Inverness College across both reference periods.

Applicant Age Range data for 2015/16:

Age Range	Number	%
0-29	133	17.48%
30-49	356	46.78%
50-59	104	13.67%
60+	16	2.10%
non disc	152	19.97%
Total	761	100.00%

For year 2015/16 the number of applicants from the age range 18-29 is 17.5%.

Consistent with the profile of applicants, the highest proportion of staff recruited in 2015/16 were within the age range of 30-49 (52%). However, this is considerably down on the 2011/12 where 69% of recruited staff came from the 30-49 age range.

Recruited Staff Range Data for 2015/16:

Age Range	Number	%
0-29	11	26.19%
30-49	22	52.38%
50-59	6	14.29%
60+	1	2.38%
non disc	2	4.76%
Total	42	100.00%

Disability Declared – In 2015/16 2.75% of applicants declared a disability which shows an improvement on the 2011/12 figure (2%). This continues to be a strong focus and although the improvement is modest Inverness College is encouraged that it does show an improvement when measured against the last reference period.

Of the applicants in 2015/16 with a declared disability who applied for a vacancy 2 went on to secure employment within the College. One permanently and one on the Supply bank.

Ethnicity – The highest proportion of applicants in 2015/16 were from a White Scottish background at 40%, with White English at 13% and White Other at 8.5%. Applicants from other Black and Ethnic Minority Groups totalled 4% (31 applicants). Of those 31 applicants 1 was successful in securing employment within Inverness College on a permanent basis in 2015/16.

In 2015/16 a lower percentage of starters were White Scottish (33%) when compared to 2011/12 (44%). In addition both White English (14%) and White Other (7%) were also significantly lower than the rates recorded in 2011/12 of (19%) and (19%) respectively.

Encouraging 100% disclosure of ethnicity, gender and age is something which will need to be addressed to ensure more accurate reporting in the future. The pattern of non-declarations in academic year 2015/16 was gender 10%, ethnicity 17% and age 20%. In 2011/12 the non-disclosure rates were 3%, 16% and 17% respectively.

Core staff

Gender – In 2015/16 the proportion of core staff across the College divided by gender was 62% female and 38% male compared to 60% female and 40% male in 2011/12.

In 2015/16 the gender split in the academic staff group is 51% female and 49% male. In 2011/12 the split was 51.6% female and 48.3% male.

There remain prominent and distinct gender patterns associated with specific teaching faculty areas as per the table below.

Faculty	Male	%	Female	%	Total
Business and Computing	7	32%	15	68%	22
Care Practice	3	13%	20	87%	23
Construction Craft	21	100%	0	0%	21
Cultural and Creative Industries	8	35%	15	65%	23
Education	1	4%	22	96%	23
Engineering and Building Technology	20	87%	3	13%	23
Engineering Craft	19	100%	0	0%	19
Forestry, Science, Maths and Aquaculture	10	67%	5	33%	15
Hairdressing, Beauty and Sport	7	32%	15	68%	22
Hospitality	7	37%	12	63%	19

Traditional patterns of occupational segregation are reflected in the above figures. Of particular concern is Care Practice (87% female), Education (96% female), Hospitality (63%female) and Hairdressing, Beauty and Sport (68% female) where only one male member of staff teaches hairdressing and two female member of staff teach sport.

Furthermore, there continues to be 100% representation of male teaching staff in the faculties of Construction Craft (100% male) and Engineering Craft (100% male). While in the faculties of Building Technology (87% male), and Forestry, Science, Maths and Aquaculture (67% male) there is an improving picture of gender equality.

There remain prominent and distinct gender patterns associated with specific Support Areas as per table below. Of particular note are the areas of Access and Progression, (93% female), Front of House and Administration Services where 94% of the staff group are female and also Early Years and Childcare Services where 100% of the staff group is female. In the traditionally male dominated area of Estates and Campus Services there is a male majority of 67% and ICT male majority of 86%.

Support Area	Male	%	Female	%	Total
Access and Progression	1	7%	14	93%	15
Admissions and Student Funding	0	0	9	100%	9
Business Development/Contracts	3	38%	8	72%	11
CREATE	1	20%	4	80%	5
Early Years and Childcare Services	0	0	18	100%	18
Facilities/Estates and Campus Services	7	64%	4	36%	11
Finance	2	17%	10	83%	12
Front of House and Administration Services	1	6%	15	94%	16
ICT Services	6	86%	1	14%	7
Organisational Development	2	29%	5	71%	7
Learning Centre	2	33%	4	67%	6
Quality	0	0%	4	100%	4
Research	5	62%	3	38%	8
SMT	2	29%	5	71%	7
Student Records	0	0%	7	100%	7

Within the support staff roles the gender balance has significantly shifted and shows 78% (116 posts) of the support roles occupied by females and 22% (33 posts) by males. This compares to 70% female and 30% male for 2011/12.

The table below shows each grade broken down in to gender percentages.

Grade	Female %	Number	Male %	Number	Total in Grade
A	78.26%	18	21.74%	5	23
B	75.00%	3	25.00%	1	4
C	81.25%	26	18.75%	6	32
D	52.94%	9	47.06%	8	17
E	78.26%	36	21.74%	10	46
F	73.08%	19	26.92%	7	26
G	50.00%	3	50.00%	3	6
H	54.35%	100	45.65%	84	184
I	83.33%	5	16.67%	1	6
J	52.94%	9	47.06%	8	17
K	100.00%	1	0.00%	0	1
L	100.00%	3	0.00%	0	3
M	66.67%	2	33.33%	1	3
N	0.00%	0	100.00%	1	1
O	100.00%	1	0.00%	0	1

Part time working

Of the 359 staff working at Inverness College for 2015/16 36% (132 staff) of them work part time. Of those, 74% are female and 26% are male. Of the 132 staff who work part time, 45% (59 staff) are teaching staff and 55% (73 staff) are support staff.

14% of male teaching staff work part time contracts

17% of female teaching staff work part time contracts

11% of male support staff work part time contracts

26% of female support staff work part time contracts

In 2015/16 the percentage of females on Fixed Term Contracts is 9.5% (21/223). The percentage of males on Fixed Term Contracts is 11.8% (16/136).

Age

Age Range Data for 2015/16:

Age Range	Total Staff	%	Support	%	Academic	%
16-29	16	4.46%	13	3.62%	3	0.84%
30-49	170	47.35%	87	24.23%	83	23.12%
50-59	125	34.82%	37	10.31%	88	24.51%
60+	48	13.37%	12	3.34%	36	10.03%
TOTAL	359	100.00%	149	41.50%	210	58.50%

In 2015/16 the highest percentage (47%) of all staff fall within the age range 30-49 and 35% fall within the age range 50-59. 13% of all staff are within the 60+ age range and 4% (16 staff) of all staff are within the age range of 16-29.

These figures are very similar to 2011/12 which were 45% for age range 30-49 and 34% for age range 50-59.

The highest percentage of support staff (24%) in 2015/16 were within the age range 30-49. This is compared to the next largest group of support staff within age range 50-59 at 10%. This is consistent with 2011/12 whereby the highest percentage of support staff (26%) were within the age range of 30-49

The highest percentage of teaching staff (24.5%) were within the age range 50-59. The next largest group of teaching staff (23%) are within age range 30-49. For 2011/12 the highest percentage of teaching staff (22%) were within the age range 50-59.

For 2015/16 the lowest percentage of staff (4%) is within the age group of 29 and under with the majority of the roles within the support staff group. In 2011/12 it was broadly the same with 5% of staff within that age group.

Declared disability – In 2015/16 4.7% (17 staff) staff declared a disability; 6 support staff and 11 teaching staff members. Although this is a modest total it is an improving trend on previous years where the percentage was closer to 3% of all staff declaring a disability.

There is a general pattern that staff declare a disability after appointment to post. It is also recognised that some staff do not declare a disability and therefore are not recorded or counted however have had reasonable adjustments and engagement with HR and occupational health.

Ethnicity – The highest proportion of staff are White Scottish accounting for 65%, followed by White English 14% and White Other 5%. The figures for 2011/12 were White Scottish 73%, White English 14% and White Other 7%.

In 2015/16 1.4% (5 staff) have self-declared their ethnicity as Black and Ethnic Minority.

In total 11.5% of staff have not declared their ethnic origin compared with 3% in 2011/12.

Pay and Remuneration

The College has reviewed as at March 2017 the average hourly rates of pay by gender and given further consideration to both core teaching/support staff roles.

Average Hourly rates of pay - The average hourly rate of pay for core College staff is £16.91 the following table outlines average hourly rates of pay for support and teaching staff:

	Median hourly rate of College Staff (£)	Median hourly rate for support staff (£) including managers & SMT	Average median hourly rate for teaching staff (£) including teaching management
Male	£19.97	£13.43	£19.97
Female	£17.34	£12.44	£19.97

Recognition must be given when considering teaching staff (includes teaching management for calculating average hourly rate) that their salary placement is predominantly within Grade H whereby the average hourly rate for the grade H is £19.40.

All staff are placed throughout the full range of grades within the pay model as follows:

Grade	Ave hourly rate	Female %	Number	Male %	Number	Total in Grade
A	8.35	78.26%	18	21.74%	5	23
B	9.48	75.00%	3	25.00%	1	4
C	10.08	81.25%	26	18.75%	6	32
D	11.20	52.94%	9	47.06%	8	17
E	12.82	78.26%	36	21.74%	10	46
F	14.81	73.08%	19	26.92%	7	26
G	16.20	50.00%	3	50.00%	3	6
H	19.40	54.35%	100	45.65%	84	184
I	21.57	83.33%	5	16.67%	1	6
J	24.62	52.94%	9	47.06%	8	17
K	27.10	100.00%	1	0.00%	0	1
L	28.62	100.00%	3	0.00%	0	3
M	31.36	66.67%	2	33.33%	1	3
N	41.91	0.00%	0	100.00%	1	1
O	58.33	100.00%	1	0.00%	0	1

Median Pay Gap

The College *Median* Pay Gap is 13.17% which is calculated by the following method:

male median average hourly rate - female median average hourly rate / male median average hourly rate X 100 = Total %

$$£19.97 - £17.34 / £19.97 \times 100 = \mathbf{13.17\%}$$

The College *Mean* Pay Gap is 8.35% which is calculated by the following method:

male mean average hourly rate – female mean average hourly rate / male mean average hourly rate X 100

$$£17.85 - £16.36 / £17.85 \times 100 = \mathbf{8.35\%}$$

Leaver Diversity monitoring

The College monitors information in relation to staff leaving the College in terms of Gender, Age, Declared Disability and Ethnicity. The data has been monitored since Academic year 2009/10 and is reported to the HR Committee (Sub-Committee of the Board of Management).

Gender – There were 51 leavers in 2015/16 of which 63% were female and 37% were male. These percentages would appear to be a general reflection of the overall gender split in the core staff group of 62% female and 38% male.

In 2011/12 the leavers were equally divided 50% female and 50% male.

In 2015/16 18% of leavers were female teaching staff and 10% were male teaching staff.

45% of leavers in 2015/16 were female support staff and 27% were male support staff.

Age – In 2015/16 the lowest proportion of leavers (14%) were aged 29 and under which was the same for 2011/12 but the rate was much lower at 3%.

The highest proportion of leavers 2015/16 (49%) were aged between 30-49 and this is very similar to the 2011/12 rate of 50%.

18% of leavers in 2015/16 were from age group 50-59 and this is again consistent with the 2011/12 rate of 18%.

In 2015/16 19% of leavers were aged 60 and over and this is considerably lower than the 2011/12 rate of 28%.

Leavers Teaching/Support and Age Range 2015/16:

Age Range	Leavers	Support	Teaching
16-29	7	7	0
30-49	25	21	4
50-59	9	4	5
60+	10	5	5
Total	51	37	14

Declared Disability – For 2015/16 no leavers declared a disability which is consistent with 2011/12.

Ethnicity - For 2015/16 49% of the leavers were White Scottish, 12% were White English and 10% White Other. 29.5% of leavers had not declared their ethnic origin at time of leaving.

In 2011/12 75% of leavers were White Scottish, 10% White English and 10% White Other. 3% of leavers in 2011/12 had not declared their ethnicity at time of leaving.

5 Staff Development

During 2015/16 and 16/17 staff at Inverness College UHI all staff were engaged in a wide range of professional learning activities. These include aspects of mandatory training right through to further study at PhD level. Our annual staff conference further enhanced individuals learning and focused on themes in line with the strategic plan.

Leadership and Management Development

The LEAD 2 management development programme ran through 2015/16 with RMM UK.

28 managers from the teaching and support areas engaged in this programme; 20 female college managers and 8 male college managers. These managers developed their own cross college project management protocols and together progressed a number of cross college projects.

The LEAD 3 management development programme ran through 2016/17 with RMM UK.

Topics covered included –

- Managing Change
- Communication
- Delegation & Coaching
- Influencing
- High Performing Teams

27 managers from teaching and support areas engaged in this programme; 19 female college managers and 8 male college managers.

Chartered Management Institute Certificate in First Line Management (SCQF Level 6).

In parallel and progressing alongside the LEAD management development programme, the college also offers Chartered Management Institute Certificate in First Line Management (SCQF Level 6).

A cohort of 4 managers successfully achieved this qualification in April 2016.
1 male and 3 female.

Induction

All new staff completed their Corporate Induction during 2015/16 .

Core components of the programme include -

- Quality
- Safeguarding
- Human Resources
- Health & Safety
- Corporate Parenting
- Data Protection
- Copyright

Learning and Teaching Induction

All new teaching staff participated in a Learning & Teaching programme during 2015/16.

External training events

Staff participated in approximately 290 external training events during this period; 108 males and 182 females.

Teaching Qualifications

21 teaching staff completed the PDA *Teaching in Scotland's Colleges*; 9 males and 12 females.

9 teaching staff completed the *Teaching Qualification in Further Education*, provided by Stirling University; 4 males and 5 females.

Higher Level Qualifications

21 staff were supported through various postgraduate qualifications, including 5 to PhD level. Of these 6 were male and 15 were female.

Staff Development Days

All staff participated 4 development days during 2015/16. These days comprised a range of workshops and activities including:

- PREVENT training
- Diversity & Inclusion
- Safeguarding training
- LGBT Awareness
- Corporate Parenting
- Autism Awareness
- Mental Health Awareness
- Alcohol Brief Interventions
- safeTALK (suicide alertness)
- Disclosure Scotland Workshop
- Complaints Handling

Staff Conference

A very successful staff conference for all staff was held on 16th June 2016, held in our own building for the first time.

Appendix 1: Data Tables

Table 1: All students by Mode of Study: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
MODE OF STUDY	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
FE Full time	1158	1129	1253	1199	11%	11%	11%	10%	17%	17%	18%	15%	17%	12%	9%	9%	54%	60%	62%	67%
FE Part Time	3291	3406	3663	3263	4%	2%	3%	3%	9%	6%	5%	6%	11%	10%	8%	9%	70%	80%	81%	80%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 2: FE Students by Deprivation Index: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
DEPRIVATION INDEX	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
15% MOST DEPRIVED	435	418	489	407	9%	7%	9%	8%	12%	12%	10%	14%	18%	13%	11%	10%	59%	66%	69%	68%
NOT IN 15% MOST DEPRIVED	4014	4117	4427	4055	5%	4%	4%	4%	10%	8%	7%	8%	13%	10%	8%	9%	68%	77%	77%	77%
Grand Total	4449	4535	4916	4462	5%	4%	5%	5%	10%	8%	8%	9%	13%	11%	9%	9%	67%	76%	76%	76%

Table 3: FE Students within target areas: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
SIMD Target Areas	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16	2012/13	2013/14	2014/15	2015/16
Central Raigmore and Longman	65	61	71	60	12%	10%	8%	7%	12%	10%	6%	15%	15%	19%	6%	8%	58%	60%	80%	70%
Hilton West	24	23	33	29	4%	10%	22%	0%	17%	19%	9%	7%	38%	5%	6%	3%	42%	67%	59%	90%
Merkinch East	47	45	54	45	9%	9%	7%	11%	13%	9%	9%	31%	16%	9%	11%	9%	58%	68%	72%	49%
Merkinch North	25	32	41	23	8%	13%	8%	9%	12%	13%	8%	26%	8%	19%	15%	17%	72%	55%	70%	48%
Merkinch South	42	57	49	47	10%	2%	6%	9%	14%	20%	14%	13%	17%	15%	16%	17%	57%	62%	63%	62%

Inverness Merkinch	51	30	48	34	4%	10%	7%	3%	12%	14%	9%	6%	20%	3%	15%	3%	62%	72%	70%	88%
Grand Total	254	248	296	238	8%	8%	9%	7%	13%	14%	9%	16%	18%	13%	11%	10%	59%	63%	71%	67%

Table 4: Female FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
EDUCATION SCOTLAND SUPERCLASS	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
Art and design	78	90	88	59	9%	4%	2%	7%	17%	10%	8%	11%	9%	11%	2%	2%	47%	74%	80%	75%
Business, management and administration	123	112	163	108	3%	6%	2%	13%	8%	2%	9%	8%	22%	21%	7%	11%	65%	70%	81%	65%
Care	387	410	430	360	4%	4%	3%	4%	11%	10%	8%	7%	21%	11%	14%	18%	54%	74%	73%	69%
Computing and ICT	115	205	186	167	1%	2%	2%	1%	6%	2%	1%	5%	31%	13%	14%	12%	61%	78%	69%	79%
Construction	33	55	42	39	6%	4%	5%	0%	6%	5%	10%	5%	0%	5%	7%	3%	42%	76%	79%	90%
Education and training	122	141	61	87	4%	3%	11%	6%	2%	4%	8%	7%	13%	6%	18%	14%	81%	88%	62%	73%
Engineering	26	45	42	46	19%	7%	5%	4%	0%	9%	2%	8%	12%	13%	5%	4%	69%	71%	88%	85%
Hairdressing, Beauty and Complementary Therapies	308	293	270	256	5%	7%	6%	8%	13%	16%	18%	15%	12%	8%	5%	4%	67%	68%	70%	72%
Hospitality and tourism	133	99	144	231	6%	3%	7%	1%	5%	3%	2%	3%	0%	7%	1%	5%	89%	87%	90%	91%
Land-based industries	11	15	23	12	0%	0%	0%	0%	0%	7%	13%	8%	36%	7%	0%	8%	55%	80%	78%	85%
Languages and ESOL	162	161	184	121	7%	3%	8%	3%	19%	11%	8%	10%	14%	16%	4%	3%	59%	70%	80%	83%
Media	22	21	20	31	0%	10%	10%	13%	32%	0%	5%	10%	18%	19%	20%	35%	50%	71%	65%	42%
Performing arts	7	12	7	13	0%	17%	14%	15%	14%	0%	14%	0%	29%	0%	0%	0%	57%	83%	71%	85%
Science	125	74	108	91	8%	8%	13%	16%	19%	20%	23%	20%	32%	14%	18%	31%	41%	57%	46%	33%
Social subjects	124	64	86	135	10%	9%	17%	5%	18%	17%	20%	20%	28%	27%	22%	17%	43%	47%	41%	57%
Special Programmes	266	278	243	289	6%	6%	7%	6%	8%	13%	7%	15%	15%	14%	17%	12%	70%	66%	69%	66%
Sport and Leisure	44	77	123	65	26%	4%	10%	15%	5%	13%	3%	13%	9%	22%	13%	0%	60%	61%	74%	73%
FEMALE Total	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	10%	17%	12%	11%	11%	62%	72%	72%	72%

Table 5: Male FE Students by Education Scotland Superclass: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
Art and design	34	34	27	19	3%	0%	7%	11%	18%	9%	7%	16%	6%	9%	15%	0%	41%	82%	70%	74%
Business, management and administration	35	26	48	45	9%	0%	0%	4%	11%	15%	6%	18%	9%	19%	21%	13%	71%	65%	73%	60%
Care	130	150	162	62	4%	4%	2%	6%	6%	5%	5%	11%	10%	7%	10%	6%	78%	83%	83%	80%
Computing and ICT	114	143	191	178	9%	6%	6%	2%	25%	18%	13%	12%	22%	14%	10%	18%	44%	60%	71%	68%
Construction	530	600	574	571	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	80%	84%	79%	88%
Education and training	74	47	28	23	0%	0%	0%	0%	1%	0%	0%	0%	4%	32%	25%	0%	91%	68%	71%	100%
Engineering	667	779	893	708	5%	4%	3%	5%	8%	6%	5%	7%	7%	5%	3%	4%	75%	83%	88%	85%
Hairdressing, Beauty and Complementary Therapies	5	7	5	6	40%	14%	20%	17%	0%	14%	20%	0%	20%	0%	20%	0%	40%	71%	20%	80%
Hospitality and tourism	102	63	118	138	12%	8%	2%	2%	7%	10%	7%	5%	6%	3%	1%	5%	75%	79%	90%	88%
Land-based industries	121	126	178	144	5%	10%	5%	5%	5%	10%	7%	6%	18%	11%	15%	10%	64%	65%	65%	77%
Languages and ESOL	62	64	71	43	2%	2%	11%	9%	18%	14%	10%	12%	13%	5%	1%	0%	68%	80%	77%	81%
Media	12	3	14	14	8%	0%	0%	0%	17%	0%	14%	7%	42%	0%	7%	50%	33%	100%	79%	43%
Performing arts	8	14	5	12	0%	0%	0%	0%	38%	7%	20%	8%	38%	21%	0%	0%	25%	71%	80%	92%
Science	94	42	75	55	6%	2%	11%	2%	46%	7%	14%	29%	14%	33%	31%	29%	29%	57%	44%	40%
Social subjects	45	12	19	46	9%	8%	5%	11%	24%	8%	16%	8%	33%	17%	16%	13%	33%	67%	63%	69%
Special Programmes	237	206	201	203	4%	6%	5%	4%	9%	6%	7%	8%	14%	21%	12%	15%	72%	66%	75%	70%
Sport and Leisure	93	66	85	83	11%	11%	7%	5%	23%	18%	7%	15%	11%	18%	5%	21%	56%	53%	81%	60%
MALE Total	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%

Table 6: Retention by Gender

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
GENDER	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
FEMALE	2086	2152	2220	2110	6%	5%	6%	6%	11%	10%	9%	9%	17%	12%	11%	9%	62%	72%	72%	76%
MALE	2363	2382	2694	2350	6%	5%	4%	4%	10%	7%	7%	8%	9%	9%	7%	8%	70%	78%	80%	80%
OTHER		1	2	2		0%	0%	50%		100%	0%	0%		0%	0%	0%		0%	100%	100%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 7: Retention by Age

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
AGE GRP	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
U18	1389	1244	1232	1262	8%	6%	7%	7%	15%	12%	13%	13%	17%	13%	12%	13%	59%	68%	66%	68%
18 - 20	917	923	1029	936	6%	5%	6%	5%	14%	10%	9%	10%	16%	12%	8%	10%	59%	71%	73%	75%
21 - 24	470	504	549	481	8%	6%	7%	6%	11%	9%	7%	8%	11%	7%	8%	8%	66%	75%	77%	79%
25 - 40	889	980	1105	954	5%	4%	4%	4%	8%	7%	6%	7%	10%	9%	7%	6%	71%	78%	81%	83%
41 and over	784	884	1001	829	2%	2%	1%	3%	3%	4%	2%	4%	8%	8%	7%	6%	83%	86%	88%	85%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 8: Retention by Education Scotland Superclass

EDUCATION SCOTLAND SUPERCLASS	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16	2012 /13	2013 /14	2014 /15	2015 /16
Art and design	112	124	116	79	7%	3%	3%	9%	17%	10%	8%	12%	8%	10%	5%	1%	46%	77%	78%	74%
Business, management and administration	158	138	211	153	4%	5%	2%	10%	9%	4%	9%	11%	19%	21%	10%	12%	66%	69%	79%	63%
Care	517	560	592	422	4%	4%	3%	4%	10%	9%	7%	8%	18%	10%	13%	16%	60%	77%	76%	71%
Computing and ICT	229	348	377	345	5%	4%	4%	2%	16%	10%	8%	9%	26%	13%	11%	15%	52%	69%	70%	73%
Construction	563	655	616	610	5%	4%	3%	3%	4%	6%	7%	5%	2%	5%	3%	4%	78%	83%	79%	88%
Education and training	196	188	89	110	3%	2%	8%	5%	2%	3%	6%	6%	10%	12%	20%	12%	85%	83%	65%	77%
Engineering	693	824	935	754	6%	4%	3%	5%	8%	7%	5%	7%	8%	6%	3%	4%	74%	82%	88%	85%
Hairdressing, Beauty and Complementary Therapies	313	300	275	262	5%	7%	7%	8%	13%	16%	18%	15%	12%	7%	5%	4%	67%	68%	69%	72%
Hospitality and tourism	235	163	262	369	9%	5%	5%	2%	6%	6%	4%	4%	3%	6%	1%	5%	83%	83%	90%	90%
Land-based industries	132	141	201	156	5%	9%	4%	4%	5%	9%	8%	6%	20%	11%	13%	10%	63%	67%	66%	77%
Languages and ESOL	224	225	255	164	6%	2%	9%	5%	19%	12%	8%	10%	14%	13%	3%	2%	62%	73%	80%	83%
Media	34	24	34	45	3%	8%	6%	9%	26%	0%	9%	9%	26%	17%	15%	40%	44%	75%	71%	42%
Performing arts	15	26	12	25	0%	8%	8%	8%	27%	4%	17%	4%	33%	12%	0%	0%	40%	77%	75%	88%
Science	219	116	183	146	7%	6%	12%	11%	30%	16%	20%	24%	24%	21%	23%	30%	36%	57%	45%	36%
Social subjects	169	76	105	182	10%	9%	15%	7%	20%	16%	19%	17%	30%	25%	21%	16%	40%	50%	45%	61%
Special Programmes	503	484	445	492	5%	6%	6%	5%	8%	10%	7%	12%	14%	17%	14%	13%	71%	66%	72%	68%
Sport and Leisure	137	143	208	148	15%	7%	9%	9%	17%	15%	5%	14%	10%	20%	10%	12%	57%	57%	77%	66%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 9: Buttle: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success Rates

MODE OF STUDY	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
Buttle FEFT	14	16	26	40	14%	19%	19%	18%	29%	13%	27%	21%	36%	19%	8%	9%	21%	50%	46%	56%
Buttle FEPT	40	55	69	54	13%	8%	7%	9%	10%	8%	7%	18%	15%	15%	25%	20%	62%	69%	60%	52%
Grand Total All students	54	71	95	94	13%	10%	11%	13%	15%	9%	13%	9%	21%	16%	20%	9%	51%	65%	56%	76%

Table 10: Success Rates by Age group (<21 and >21)

	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
<21	2303	2167	2261	2198	7%	6%	7%	6%	14%	11%	11%	12%	16%	13%	10%	12%	59%	69%	69%	70%
>21	2146	2368	2655	2264	4%	4%	4%	4%	7%	6%	5%	6%	9%	8%	7%	7%	74%	80%	83%	82%
Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 11: Enrolments and Success Rates by Disability Declaration

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2012/ 13	2013/ 14	2014/ 15	2015/ 16
No known disability	3475	3636	3923	3537	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
Disability Declared	924	886	961	903	7%	7%	6%	5%	11%	11%	9%	12%	13%	12%	10%	13%	67%	69%	72%	68%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	4449	4535	4916	4462	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Table 12: Declared Disability: Enrolments, Early Withdrawal, Further Withdrawal, Partial and Success

DISABILITY TYPE	ENROLMENTS				EARLY WD %				FURTHER WD %				PARTIAL SUCCESS %				SUCCESS %			
	201 2/13	201 3/14	201 4/15	201 5/16	201 2/13	201 3/14	201 4/15	201 5/16	201 2/13	201 3/14	201 4/15	201 5/16	201 2/13	201 3/14	201 4/15	201 5/16	201 2/13	201 3/14	201 4/15	201 5/16
No known disability	347 5	363 6	392 3	353 7	5%	4%	5%	5%	11%	8%	8%	8%	13%	10%	8%	8%	66%	76%	77%	78%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	318	306	322	308	8%	6%	3%	4%	13%	10%	10%	13%	16%	14%	9%	12%	62%	70%	78%	69%
Personal Care Support	2		1	1	50%		0%	0%	0%		0%	0%	0%		0%	0%	50%		100 %	100 %
You are blind or have a serious visual impairment uncorrected by glasses	12	11	15	12	0%	0%	7%	8%	0%	18%	7%	11%	33%	27%	7%	11%	67%	36%	79%	67%
You are deaf or have a serious hearing impairment	31	31	36	40	4%	4%	12%	0%	0%	7%	0%	7%	4%	11%	9%	12%	93%	78%	76%	80%
You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	109	105	130	112	14%	6%	10%	7%	9%	17%	4%	12%	12%	14%	9%	11%	62%	61%	75%	68%
You have a mental health condition, such as depression, schizophrenia or anxiety disorder	128	160	151	149	6%	11%	8%	6%	13%	11%	11%	18%	15%	9%	16%	13%	63%	68%	59%	57%
You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	21	25	38	28	5%	5%	3%	4%	19%	5%	8%	0%	5%	14%	11%	10%	67%	77%	75%	88%
You have physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	32	23	26	14	3%	10%	4%	0%	10%	10%	13%	0%	6%	15%	13%	38%	74%	60%	65%	50%
You have a disability, impairment or medical condition that is not listed above	158	120	121	116	3%	5%	8%	6%	8%	11%	8%	5%	12%	11%	8%	10%	74%	72%	75%	81%
You have two or more impairments and/or disabling medical conditions	113	105	121	123	9%	10%	5%	7%	8%	9%	12%	16%	12%	9%	10%	16%	70%	72%	69%	62%
Information Unknown	50	13	32	22	18%	8%	0%	0%	13%	31%	0%	0%	11%	8%	10%	7%	58%	54%	90%	93%
Grand Total	444 9	453 5	491 6	446 2	6%	5%	5%	5%	11%	9%	8%	9%	13%	10%	8%	9%	66%	75%	76%	76%

Appendix 2: Inverness Equality Outcomes 2017 – 2021

1. Equality Theme – Institutional Leadership and Governance

Outcome – The Board of Management understand their responsibilities in line with the Equality Act.

How?

- All New Board Members complete equalities induction training.
- College performance in light of equalities outcomes and targets is reported and discussed at Board of Management on an annual basis.
- College performance in light of regional equality outcomes and targets are reported to the Board of Management and Strategic Regional Body (UHI)

Outcome – The Board of Management profile is representative of the community it serves

How?

- Continue to meet the target of 50/50 male/female representation.
- Continue to encourage a broad age range to participate recognising the benefits this brings to Board level discussions and decisions.
- Encourage applications from under-represented protected characteristics for example ethnic minority and disabled candidates.

Outcome – Work with other UHI partners to standardise equality impact assessment process and review/sharing and implementing best practice.

- Share all strategies/policies and procedures that have been impact assessed as having a high regard to the PSED.
- Produce a three year schedule of review and impact assessment.
- Review joint assessment of policies and practices with UHI HR practitioners group.
- All policy owners complete on-line equality impact assessment training.

2. Equality Theme –Curriculum

Outcome – Curriculum choice, design and delivery models offer students access to qualifications that meet their needs and ensure equality of outcome.

How?

- Mainstream E&D in classroom activity supported through the college internal review process.
- Annually review the portfolio offer in light of and to advance the Scottish Government priorities to target young people not in education, employment or training.
- Publish a gender action plan to target occupational segregation and under-representation.
- Review opportunities for flexible blended delivery and support for students.

3. Equality Theme – Students

Outcome: The student journey from enquiry to achievement including all points of transition are supported in line with national and regional priorities and take account of equality and diversity

How?

- Improve transition planning for vulnerable young people and pupils in the senior phase.
- Form a transition steering group to include UHI and Highland Council
- Enhance literacy/numeracy support at pre-entry stage
- Review student support services.

- Work in partnership with other agencies to examine ways to reduce hardship and improve attendance/success.
- Review support education programmes to ensure appropriate entry, exit and progression routes.

Outcome - Students from the most deprived areas in highland are represented in post-school education

How?

- Target Inverness High School, Inverness Royal Academy and Milburn Academy as the secondary school catchment areas serving the four data zones identified as the most deprived areas in Highland: Inverness South Kessock; Merkinch N/S/E; Inverness Hilton West; Inverness Central and Longman.
- Consider further schools in the Inner Moray Firth area.
- Focus engagement with schools on subject identified by Highlands and Islands Enterprise, namely: STEM, Creative Industries, Finance and Business, Food and Drink, Life Sciences and Tourism

Outcome – Proactively work towards eliminating occupational segregation through promotion of courses under-represented by one gender and removal of gender bias.

- Utilise promotional campaigns to target subject areas which are consistently under represented
- The marketing manager will identify targeted strategies in consultation with specified curriculum teams to promote courses to those that are under-represented by gender.
- Unconscious bias training to be delivered to all student support teams and interviewers..
- Continue to develop relationships with parents, schools and employers to promote men into childcare, women into engineering and forestry etc.
- Put in place targeted focus groups to share thinking around solutions to address gender imbalance.

Outcome - Increase retention rates across all programmes, specifically targeting protected characteristics.

How?

- Concentrate on pre-entry and induction processes, including working with studies advisers, and on-course interventions.
- Carry out an in depth analysis of retention statistics, and plan for specific and targeted action where required. .
- Work with the student association (HISA) and class rep system to encourage the formation of support groups.
- Continue to utilise INSIGHT to ensure proactive intervention strategies for students who are at risk of withdrawing from their course/not progressing.
- Address areas of under representation at enrolment and any further disproportionate impact on attainment through programme and curriculum area reviews and actions.

4. Equality Theme – Staffing

Outcome - To achieve full disclosure of equalities monitoring data for applicants and current staff and further develop reporting.

How?

- Review on-line recruitment 'forced response' monitoring of equality data in line with on-line student application data fields to ensure consistency of reporting.
- Review all communications and documentation to address concerns regarding disclosure and data protection.
- Positively promote and encourage disclosure of protected characteristics.
- Improve reporting capability for equalities monitoring for staff development equalities reporting.

Outcome – Proactively address gender segregation in staffing profile.

How?

- Increase male representation in key areas/jobs of: Hospitality – Food Services Assistants, Early Years and Childcare Services – Childcare Practitioner; Admissions and Student Services; College Support Administration; Student Engagement and in the faculties of care practice and education.
- Increase female representation in the faculties of Construction Craft, Engineering Craft and Building technology.
- Continue to make progress in Female representation in the faculty of Forestry, Science and Maths.

5. Equality Theme – Performance

The regional outcome agreement covers the 9 colleges that deliver FE provision within the University Partnership. The measures below relate to the overall regional outcome.

Outcome: Improve the volume and proportion of credits delivered to learners aged 16-19 and 20 – 24 in line with and in contribution to the regional outcome agreement targets.

Outcome: Improve the volume and proportion of credits delivered to learners in the most deprived 10% postcode areas in in line with and in contribution to the regional outcome agreement targets.

Outcome: Improve the volume and proportion of credits relating to learners from different protected characteristics and by care leaver status in line with and in contribution to the regional outcome agreement targets.

Outcome: Carry out an in depth analysis of retention statistics with regard to gender/age/ethnicity by subject area, and through self-evaluation plan for specific and targeted action where identified with the overall impact improving achievement rates.

Appendix 3

Highlands and Islands Regional Outcome Agreement Equality Targets

Outcome Agreement measures of progress: Revised for 2017-18	Target 2017-18	Target 2018-19	Target 2019-20
Measure 1(a) Credits delivered (Core/ESF/Core + ESF)	117,952 (+6.3% on 16/17 core as per bid to SFC Jan 2017)	121,205 (+9.2% on 16/17 core as per bid to SFC Jan 2017)	122,287 (+10.2% on 16/17 core)
Measure 1(b) Volume and proportion of Credits delivered to learners aged 16-19 and 20-24	81,116 70%	84,635 71%	86,606 72%
Measure 1(c) Volume and proportion of Credits delivered to learners in the most deprived 10% postcode areas in Scotland	4,010 3.4%	4,182 3.45%	4,280 3.5%
Measure 1(d) Volume and proportion of Credits relating to learners from different protected characteristic groups and care leavers (where data is available)			
Disability	31,257 26.5%	32,422 26.75%	33,017 27%
Any mixed background	495 0.42%	521 0.43%	526 0.43%
Asian, Asian Scottish or Asian British	2,040 1.73%	2,133 1.76%	2,164 1.77%
Care Leavers	2,594 2.2%	2,424 2%	2,739 2.24%

Board of Management

Subject/Title:	Human Resources Report – Quarter 4 2016/17		
Meeting and date:	Human Resources Committee - 21 September 2017		
Author:	Lindsay Ferries – Director of Organisational Development		
Link to Strategic Plan:	Enhancing Performance		
Cost implications:	Yes / No <i>(delete as applicable)</i> If yes, please specify:		
Risk assessment:	Yes / No <i>(delete as applicable)</i> If yes, please specify: Financial: Operational: Organisational:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business			
If a paper should not be included within “open” business, please highlight below the reason.			
Its disclosure would substantially prejudice a programme of research (S27)		Its disclosure would substantially prejudice the effective conduct of public affairs (S30)	
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Its disclosure would constitute a breach of the Data Protection Act (S38)		Other (please give further details)	
For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation(s)

The Human Resources Committee is asked to discuss the report.

Purpose of report / Summary

This report presents qualitative analysis of key HR measures surrounding turnover and absence.

Main body of information

1. Turnover

Staff turnover in Q4 2016/17 was 2.1% remaining the same from Q3 2016/17 and a decrease from 4.4% in Q4 2015/16.

Staff turnover for core staff only (excluding fixed term contracts) in Q4 2016/17 was 1.2% which is a decrease from 1.5% in Q3 2016/17.

2. Headcount and FTE

In Q4 2016/17, Average Headcount was 376 of which 329 are permanent employees and 47 are fixed term contracts.

Q4 2016/17 average FTE is 319, 285 permanent and 34 fixed term.

Summary of teaching staff FTE and contract type in in Q4 2016/17 compared with previous years:

Average FTE	Q4 2016/17	Q4 2015/16	Q4 2014/15
Permanent Teaching Staff	130.5	128.1	129.72
Fixed Term Teaching Staff	13.7	8.3	2.5
Supply	5.8	6.8	7.7
Total	150	143.2	139.9

The above table reflects the developing picture over time of supply to fixed term and fixed term to permanent which is anticipated in light of our succession planning framework.

3. Leavers

There were 9 leavers in Q4 2016/17; 1 retirement, 1 dismissal, 3 resignations and 4 end of fixed term contracts:

	No. of Leavers	Total FTE	Reason for leaving
SMT permanent position	1	1	1 Resignation
Support Staff permanent position	1	1	1 Retirement
Support Staff fixed term contract	2	2	1 End of Fixed Term Contract 1 Resignation
Support Term Time Only – permanent position	1	0.8584	1 Resignation
Support Term Time Only – fixed term contract	1	0.41	1 End of Fixed Term Contract
Teaching staff permanent position	1	1	1 Dismissal
Teaching staff fixed term contract	2	1.1	2 End of Fixed Term Contracts
Total	9	7.3684	

4. Starters

	No. of Starters	Total FTE
Support Management permanent position	0	0
Support Management SMT permanent position	0	0
Support Staff permanent position	4	4
Support Staff fixed term contract	0	0
Support Term Time Only permanent position	0	0
Support Term Time Only fixed term contract	0	0
Teaching Management permanent position	0	0
Teaching staff permanent position	1	1
Teaching staff fixed term contract	0	0
Total	5	5

Of the 4 support staff permanent contracts, two were newly created roles developed on the back of reassignment of resources already committed. Marketing and PR Officer resource was leveraged on the back of bringing the Weber Shandwick contract PR service in house. Estates and Campus Services Supervising Officer was a restructured role on the back of a resignation within the team of Campus Service Officers and outcome of Job evaluation. Two further appointments were backfills for two internal promotions: HR Advisor and Senior Childcare Practitioner.

There was 1 permanent lecturer recruited within the Business and Computing department as a direct backfill (Lecturer – Enterprise and Marketing).

As a consequence of the timing of the pay rise and transitional arrangements and back pay for the national negotiated position for lecturers, confirmation of retirements and leavers have been much later in the year. This has created unanticipated back fills in quarter one of this year for some key areas including accountancy, electrical installation and supported education. In some cases retirements/leavers have been re-engaged on supply contracts to help with the transition of new staff.

5. Transfers and secondments

In Quarter 4 2016/17 there were no internal transfers or secondments. There were three flexible working requests submitted within the Quarter 4 2016/17, 2 from permanent support staff and 1 from a permanent lecturer. These were approved, in some cases subject to back fill.

6. Absence

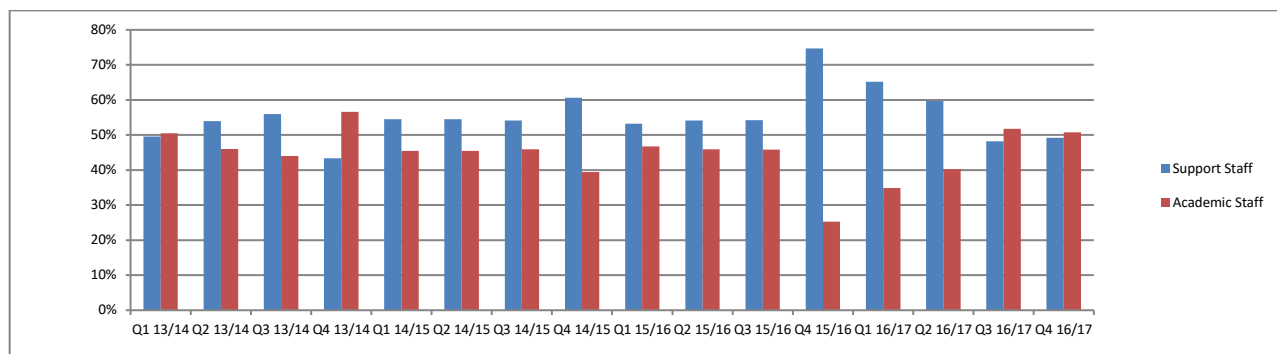
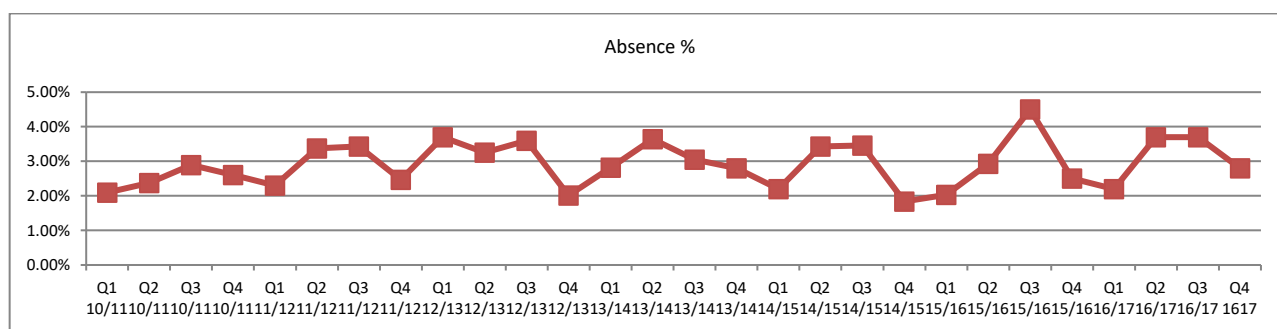
Sickness absence in Q4 2016/17 totalled 563.50 days, equivalent to 2.8%.

This is decrease from Q3 2016/17 (3.7%) and is consistent with seasonal patterns of change from Q 3 to Q 4.

Q4 2015/16	2.5%	Q3 2015/16	4.5%
Q4 2014/15	1.8%	Q3 2014/15	3.05%
Q4 2013/14	2.8%	Q3 2013/14	3.60%

In Q4 2016/17, 49.25% of the total absence is attributable to support staff and 50.75% to academic staff compared to the previous quarter's split between support (48.23%) and academic (51.77%).

There is a significant increase in Quarter 4 in light of Q4 15/16 and is mainly attributed to individual cases of long term absence including one academic long term absence over the summer break.



The College's Promoting Attendance Policy defines long term sickness absence as sickness absence for 13 or more consecutive days in relation to stress/debility or, for other conditions, 28 days or over. In Quarter 4 2016/17, out of a total of 7 staff who were long term absent, 2 members of staff met the long term sickness absence trigger for stress/anxiety. One member of staff has successfully returned to work and 1 remains absent under the care of the College's Occupational Health provider.

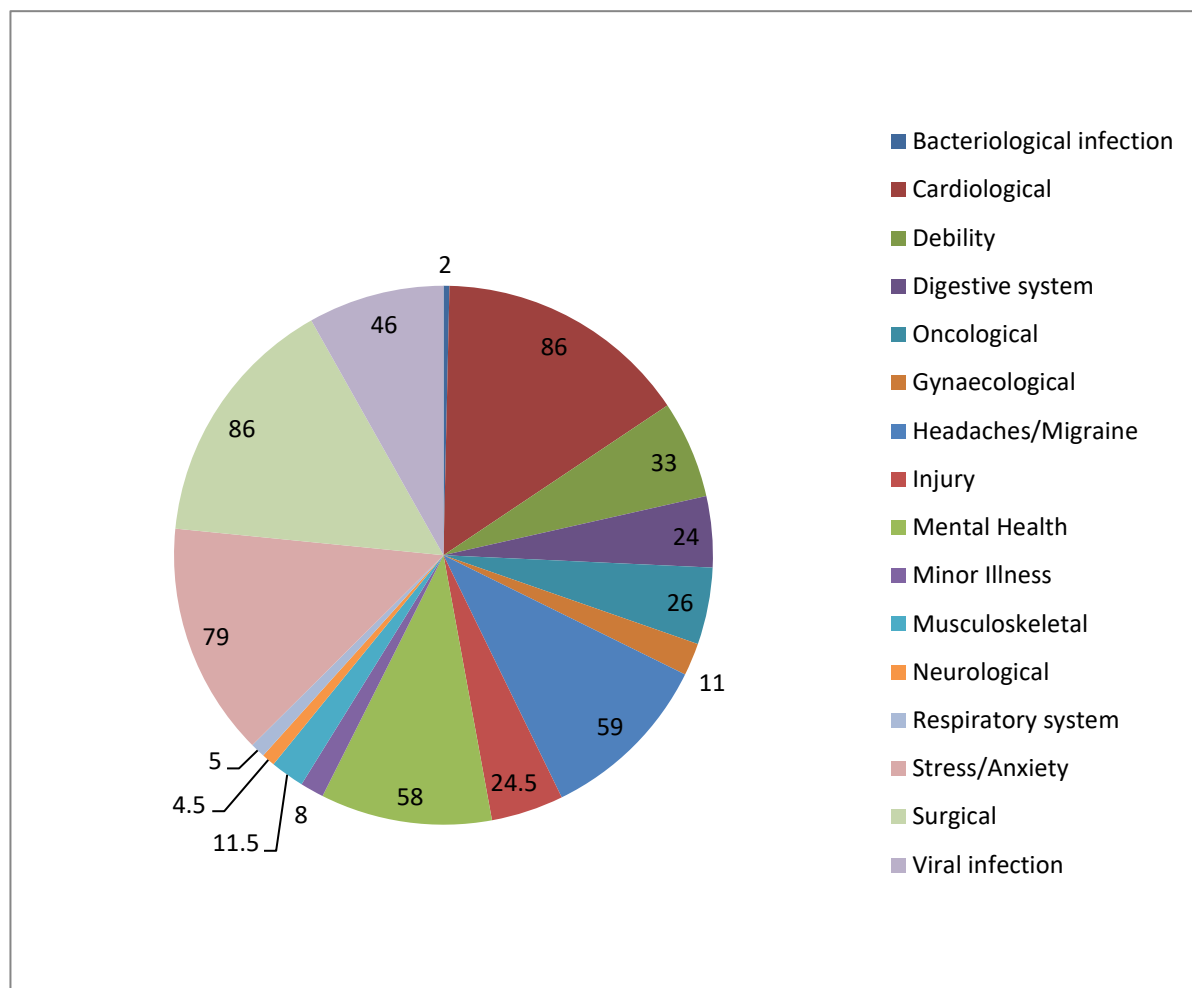
Of the 5 other staff who have had an episode of long term absence within this quarter, 1 fixed term contract ended, two members of staff have successfully returned to work and 2 remain absent under the care of the College's Occupational Health provider.

The most common reason for absence in Quarter 4 2016/17 was Cardiological and with a total of 86 (15.3%) days lost across 2 separate episodes, followed by Surgical with 86 (15.3%) days across 5 episodes.

Management referrals to occupational health numbered 8 in Q4 2016/17. Two of these related to employees with long term sickness absence, the other 6 related to general short term sickness absence and advice regarding ongoing fitness for work.

2016/17 Quarter 4

Days lost by Absence Reason



Board of Management

Subject/Title:	National Bargaining		
Meeting and date:	Human Resources Committee – 21 September 2017		
Author:	Lindsay Ferries, Director of Organisational Development		
Link to Strategic Plan:			
Cost implications:			
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non confidential		
Freedom of Information Can this paper be included in “open” business			
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Purpose of report / Summary

This report provides an update on national bargaining.

Lecturers

In light of the industrial action that had been taken and the intervention of Scottish Government, an agreement was reached to implement the transition towards a national pay scale.

The transition for lecturers at Inverness College UHI is as follows:

FTE Salary at 31 March 2017	FTE Salary on 1 April 2017 will be:	FTE Salary on 1 April 2018 will be:	FTE Salary on 1 April 2019 will be:
£ 31,561	£ 32,674	£ 33,788	£ 36,014
£ 32,743	£ 34,564	£ 36,385	£ 40,026
£ 34,165	£ 35,630	£ 37,096	£ 40,026
£ 36,337	£ 37,259	£ 38,182	£ 40,026

The costs associated with the first transition payment were calculated and produced for Scottish Government Scrutiny. The Funding Council thereafter notified colleges that:

1. Part of the funding had already been provided through the 16/17 allocation.
2. That the funding would not include increments that would have been paid

Furthermore management side confirmed that progression to the new pay scale would not be dependent on reaching milestones for example completion of induction, completion of teaching qualifications etc.

Part one implementation of the transition was paid to staff in July 2017 salaries (backdated to 1 April 2017).

Promoted Lectures (Programme Development Managers)

Three posts with the following spot pay points have been agreed to be fully implemented with effect from 1 April 2019 alongside a similar transition arrangement as implemented for lecturers.

Level 1 - £43,850

Level 2 - £46,925

Level 3 - £50,000

The matching process to one of the pay points is to be progressed at a college level, following a set of 11 pre-determined criteria. The mechanism for doing so to include local EIS FELA officers and to be completed, including appeals by Christmas.

Support Staff

A pay agreement has been reached for 17/18.

1. Flat cash settlement of £425 (pro rata for part time)
2. Minimum salary point no less than the Living Wage as at 1 April 2017 i.e. £8.45 per hour
3. 44 days annual leave with effect from 1 April 2017.
4. Effective date of implementation of Job Evaluation outcomes 1 September 2018.

Meeting the costs of National Bargaining

A meeting with Scotland's Colleges regarding the disproportionate financial impact on UHI colleges was scheduled on Wednesday 16 August 2017. The gap in the calculation of the funding put to government for the lecturer and promoted lecturer is in the region of £660,000 on the figure already presented. This was accepted by Scotland's Colleges.

Furthermore the SFC issued the circular CI/03/2017 – '*Financial forecast return (FFR) for further education colleges 2016-17 to 2021-22 and information on financial planning assumptions*'.

This document provides the first indications of the funding that may be available to the sector to cover the costs of National Bargaining through to 2021/22.

While funding for up to 2021/22 is yet to be confirmed (and will be subject to further consideration as part of the annual spending review) a number of indications are made through the circular:

1. The grant for the next three years will cover the cash costs for National Bargaining, not any costs associated with terms and conditions and no inflation increase.
2. In year 4 and year 5, an increase of 2% per year will be made available, however the additional National Bargaining grant will be phased out (67% in year 4 and 33% in year 5).
3. Effectively the sector will receive flat cash for the next 3 years.
4. Over the 5-year period funding will only increase by 4% to cover all costs including the increased cost from National Bargaining.

Clearly these may be subject to change as the sector progresses through the Annual Spending Review, however, the current financial reality from this circular is that insufficient additional funds will be made available to support the National Bargaining process.

Conclusions and Risk Analysis

- Impact on ongoing pay bill and funding pressures. SFC partial provision for year one transition costs no guarantee of further support for transition costs to new pay model.
- National calculations presented to Scottish ministers do not take account of local variances or of the UHI distribution of funding.
- National costs of implementation of job evaluation under-estimated at 6%

- The college pay model is based on an objective job evaluation system and single table bargaining for all staff groups, this is now undermined by the national pay scales for lecturers and promoted lecturers and flat cash settlements.
- Considerable pressure from academic unions to revert back to a 'Blue Book' approach which is not in keeping with the way colleges now operate and does not reflect the UHI dimension.
- Pay scales for lecturers no longer reflect the professional progression of a lecturer and the CPD and support required to develop their capacity and capabilities with no scope of introducing a probationary lecturer post and scale.
- Pace of national negotiations has been largely driven by the trade unions, this doesn't allow for full consideration of the relative costs and full impact assessment of the agreements entered into on our behalf often at very short notice.
- The introduction of national pay bargaining and the National Joint Negotiating Committee (NJNC) was politically instigated and is now reflected in formal governance arrangements. Individual Boards have minimal influence on proceedings.
- Impact of review of the public sector pay policy and expectation on public bodies to find savings to meet increases in inflationary pay rises.

Board of Management

Subject/Title:	IIP Gold Annual Review		
Meeting and date:	Human Resources Committee – 21 September 2017		
Author:	Lindsay Ferries, Director of Organisational Development		
Link to Strategic Plan:	Opportunity and growth in organisational development and professional practice.		
Cost implications:			
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential	Non Confidential		
Freedom of Information Can this paper be included in “open” business	Yes		
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For how long must the paper be withheld? (express either as the time which needs to pass or a condition which needs to be met.)			

Recommendation(s)

The paper is presented to the Human Resources Committee for discussion.

Background

Underpinning Staff Governance Standards

In 2011 Scotland's Colleges and STUC published a joint document for Boards to consider in light of their staff governance responsibilities. The Staff Governance Standards define

Staff Governance as a system of corporate accountability for the fair and effective management of all staff. Implicit in the Standard was that all legal obligations are met and that all policies and agreements are implemented.

The Standard focused on how staff in Scotland's colleges are managed and feel they are managed. It recognised the pivotal role of staff in providing education and support services within Scotland's colleges. The Standard assisted colleges to demonstrate that they are exemplary employers, and have systems in place to identify areas that require improvement and to develop action plans to address the issues.

The Staff Governance Standard set a strategic framework of minimum standards, continuous improvement, and ongoing consultation and negotiation between the College Board, management, staff and recognised trades unions.

The standard provides a positive platform and framework for the effective management, engagement and governance of all staff for staff to be:

1. well informed
2. appropriately trained
3. involved in decisions which affect them
4. treated fairly and consistently
5. provided with a safe working environment.

The standard is now under review in light of national RPA considerations including national negotiating and consultation arrangements.

IIP Generation 6 Platinum Award

The Organisation and Professional Development Strategy 2017 – 2020 sets the achievement of IIP Platinum as an objective to achieve. As referenced in the IIP Gold Progress report, the college had made application for assessment in light of IIP Gold Generation 5 Award and was awarded IIP Gold in December 2016. Progression beyond generation 5 to platinum status includes a mandatory all staff survey as part of the assessment criteria. IIP40 Questions are categorised under the following headings:

1. Leading and Inspiring People
2. Living the Organisations values and behaviours
3. Empowering and involving people
4. Managing performance
5. Rewarding and recognising high performance
6. Structuring work
7. Building capability
8. Delivering Continuous improvement
9. Creating sustainable success
10. Maturity levels (overarching statements)

A short version selecting one question to establish each area can also be used as a quick check process which may also be useful and in line with an application to IIP platinum.

A full question set IIP 40 and shortened version are attached for review.

IIP Gold Annual Review

The IIP Gold Annual Review is due in December. This will be in light of Generation 6 and will also include a review of progress since meeting the standard last year. Our Strategic Plan, Enabling Strategies, Audits, Self-Evaluation, PDRs will be a focus alongside face to face meetings with a cross section of staff. While the review will not be as detailed as the initial application for IIP gold, the assessor will still want to see that continuous improvement in people management is embedded in all that we do. This will likely include a meeting with a new Board Member and a Committee Chair. As part of this review however, the assessor has been tasked with producing a gap assessment in light of achieving IIP Platinum. On review of this it is anticipated that the college will wish to commit to IIP Platinum in 2018/2019. The timing of the staff survey will need to be considered carefully in light of the assessment.

Conclusion

It is recommended that the development of a staff survey is framed in a manner that ensures a relationship with a recognised performance framework like IIP which can clearly link back to an overarching staff governance framework. This avoids duplication of effort and ensures we are measuring the right things for the right reasons. Flexibility in question sets is also recommended to ensure that high level performance can be benchmarked but offsets the risk of survey fatigue. Quick short surveys aligned to themes at different points in the year could also give an insight and measure progress in advance of full application.

Leading & inspiring people

Our leaders motivate me to achieve exceptional results
I trust the leaders in my organisation
Our leaders clearly communicate the organisation's vision and objectives
My organisation develops great leaders

Living the organisation's values and behaviours

I share the same values as my organisation
My organisation's values guide the way we operate and make decisions
My day to day behaviour reflects the organisation's values
We challenge behaviours which are not in line with our organisation's values

Empowering and involving people

I feel empowered to make decisions and act on them
I am encouraged to take initiative in my role
I participate in decision making with others in my organisation
I am trusted to make decisions in my role

Managing performance

My organisation's success is reliant on all of us achieving our individual objectives
I set my objectives with my line manager
I am encouraged to achieve high performance
My performance is reviewed regularly

Rewarding and recognising high performance

I feel appreciated for the work I do
My organisation has a flexible approach to recognition and reward
I/my team are consistently recognised when we exceed expectations
I/my team receive higher levels of recognition and reward for higher levels of performance

Structuring work

My work is interesting and uses my skills and capabilities
My role allows me to develop the skills needed to progress
My role is structured to allow me responsibility
Our roles are structured to enable us to work well together

Building capability

My organisation believes it is important that we all learn and develop our capability
I develop my capabilities to reach my full potential
I have every opportunity to grow my capabilities to be the best I can be
People are selected for roles in my organisation based on their proven capability

Delivering continuous improvement

We are always seeking new ways to improve
I look for improvement ideas from within and external to my organisation
I can experiment without feeling worried about making mistakes
I am responsible for improving the way we do things

Creating sustainable success

My organisation has a plan for the future to ensure our continued success
My organisation is a great place to work and has a bright future
My organisation embraces change to create a sustainable future
A positive relationship with the community is key to my organisation's continued success

Maturity levels (overarching statements)

My organisation is high performing because it invests in people
My organisation achieves positive outcomes because it invests in people
I am engaged in how my organisation invests in people
I know how my organisation invests in people

Board of Management

Subject/Title:	External Support Annual Review		
Meeting and date:	Human Resources Committee – 21 September 2017		
Author:	Lindsay Ferries, Director of Organisational Development		
Link to Strategic Plan:			
Cost implications:			
Risk assessment:	Yes If yes, please specify:		
Status – Confidential/Non confidential			
Freedom of Information Can this paper be included in “open” business	yes		
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Recommendation(s)

To note the annual review of HR External Support.

Main body of information

Employee Assistance Programme (AXA – ICAS)

This contract has been in place since 2011. The contract is accessed through a Local Government Framework Agreement.

We are awaiting confirmation from AXA on the number of calls made over the last Academic Year 2016/17. In previous years, an average of four calls were received. and it is anticipated that the number will be higher for 2016/17. If confirmed, this is a positive indicator and is reflective of the promotional activity undertaken by the HR team and line managers as the first point of contact. Access to the service has also been extended from telephone support to online and text support. This has proved popular with xxxx hits to the health improvement pages of the 'Be-Supported' web link. The HR Department continue to promote the service to staff and their families.

There have been cases also where professional counselling support has been referred and this has progressed effectively through our occupational health provision. The AXA PPP counselling line has also been helpful as a mechanism to provide support while an appointment for specialist counselling support is confirmed. While some staff have accessed specialist mental health support through their GP, more often the college has been able to access through OHS, for example CBT support somewhat quicker.

Computers in Personnel HR (CIPHR)

The contract with Ciphrr has been in place since April 2010 and has been extended on an annual basis since 2015 to 2018. Annual extensions of the contract are in anticipation of the programme plan for the UHI Business Convergence Team to procure and implement a shared HR system for the region. The Business Convergence team however have not successfully implemented the finance system on line with the outline project timescales and this has therefore had implications for the HR system. Negotiation of annual extensions has been problematic and expensive.

In the last year the college has developed the HR system alongside Ciphrr to ensure that it is rebranded in light of our logo/corporate image/colour etc. Looking forward the further work has been scoped to re-fresh and implement the software update of the college on-line recruitment portal 'CRO'. This is currently in development and will improve the candidate experience and ensure enhanced reporting. The update on branding in line with the corporate branding is also nearing completion and will inform the new look recruitment portal and self - service.

In line with the GDPR Guidelines, we are also working with the software provider to put in place technological support to ensure records are retained only for the specified period and for legitimate purposes.

The update to CRO will go live, subject to testing, in January 2018.

Harper MacLeod Employment Legal Services

This contract continues to operate effectively. The Employment Law advice continues to be balanced and provided in a risk assessed manner in light of the college culture and strategic objectives. The contract review of legal services is due in the next year and will include employment legal services.

Occupational Health Services (RS Occupational Health)

The outcome of the tender exercise has awarded RS Occupational Health as the provider for Inverness shire and is therefore the preferred provider for Inverness College UHI on the UHI Framework Agreement. Inverness College UHI has now implemented the contract. At the implementation stage, RS Occupational Health were acquired by Iqarus Occupational Health. RS Occupational Health continued to be the supplier to the college and this was confirmed by APUC. This has made the contract complicated for both the college and the supplier. Furthermore the Performance Standards as set out in the specification and as agreed at implementation have been inconsistently applied by RS Occupational Health. Some of the issues include, failure to meet the timescales as specified, quality of reporting, absence of occupational health nurse and failure to follow college instruction for example requesting specialist reports and progress of ill health retirement requests.

The Trainee HR Manager is having regular meetings with APUC and RS Occupational Health to ensure improvement of the service.

Inverness College UHI

Staff Recruitment and Retention - Succession Planning

Internal Audit Report No: 2017/08

Draft Issued: 09 August 2017

Final Issued: 10 August 2017

LEVEL OF ASSURANCE

Good

Contents

Page No.

Section 1	Overall Level of Assurance	1
Section 2	Risk Assessment	1
Section 3	Background	1
Section 4	Scope, Objectives and Overall Findings	2
Section 5	Audit Approach	2
Section 6	Summary of Main Findings	3
Section 7	Acknowledgements	3
Section 8	Findings and Action Plan	4 - 8

Level of Assurance

In addition to the grading of individual recommendations in the action plan, audit findings are assessed and graded on an overall basis to denote the level of assurance that can be taken from the report. Risk and materiality levels are considered in the assessment and grading process as well as the general quality of the procedures in place.

Gradings are defined as follows:

Good	System meets control objectives.
Satisfactory	System meets control objectives with some weaknesses present.
Requires improvement	System has weaknesses that could prevent it achieving control objectives.
Unacceptable	System cannot meet control objectives.

Action Grades

Priority 1	Issue subjecting the College to material risk and which requires to be brought to the attention of management and the Audit Committee.
Priority 2	Issue subjecting the College to significant risk and which should be addressed by management.
Priority 3	Matters subjecting the College to minor risk or which, if addressed, will enhance efficiency and effectiveness.

1. Overall Level of Assurance

Good	System meets control objectives.
-------------	----------------------------------

2. Risk Assessment

This review focused on the controls in place to mitigate the following risks on the College's Risk Register:

- College fails to identify and take opportunities for development and progression (risk rating: high);
- Reduction in HE unit of resource (risk rating: high);
- College fails to maintain improvement in performance against national targets and outcomes (risk rating: medium);
- The institution has a poor reputation (risk rating: high);
- Disruption to services/projects and/or partnership working resulting from loss of a key staff member (risk rating: medium);
- Academic quality is sub-standard (risk rating: medium); and
- Research outputs are sub-standard (risk rating: medium).

3. Background

As part of the Internal Audit programme at Inverness College UHI ('the College') for 2016/17 we carried out a review of the College's succession planning arrangements. Our Audit Needs Assessment, completed in September 2015, identified this as an area where risk can arise and where internal audit can assist in providing assurances to the Board of Management and the Principal that the related control environment is operating effectively, ensuring risk is maintained at an acceptable level.

Succession planning acknowledges that staff will not remain in employment with an organisation indefinitely, and it provides a plan and process for addressing the challenges that will arise when employees leave. A succession plan ensures that there are qualified and motivated employees (or a means of recruiting them) who are able to assume responsibilities when key personnel leave an organisation. Succession planning also develops staff in preparation for promoted posts when vacancies become available.

4. Scope, Objectives and Overall Findings

This audit specifically reviewed the College's approach to succession planning.

The table below notes each separate objective for this review and records the results:

Objective	Findings				Actions already in progress
		1	2	3	
The specific objectives of the audit were to obtain reasonable assurance that:		No. of Agreed Actions			
1. Critical positions have been identified that are the focus of succession planning efforts.	Good	0	0	0	
2. There is a clear understanding of capabilities needed for successful performance in key areas and critical positions.	Good	0	0	0	
3. Succession management strategies have been developed.	Good	0	0	0	
4. Strategies have been documented in an action plan and this is being implemented.	Satisfactory	0	0	0	✓
5. Succession planning activities are systematically evaluated and monitored, and adjusted where necessary.	Good	0	0	0	
Overall Level of Assurance	Good	0	0	0	
		System meets control objectives			

5. Audit Approach

From discussion with the Director of Organisational Development, the Acting Principal, other senior managers and Human Resources staff we established the succession planning strategies, action plans and monitoring arrangements which are in place within the College. These were evaluated to establish whether they follow recognised good practice.

6. Summary of Main Findings

Strengths

- Processes are in place which ensure that critical positions are filled to ensure that staff resources are available to meet commitments. Managers continually monitor staff numbers to ensure that sufficient resources are attached to each department to ensure curriculum and support service levels can be met. Skills gaps are filled either through redeployment of staff from other areas of the College or, where necessary, through external recruitment in line with the staff budget model. Staff profiling and staff turnover projections are performed annually and are used to inform succession planning and resourcing decisions.
- The College has identified critical positions linked to key curriculum growth areas which are identified within the Strategic Plan 2017 - 2020.
- The sample of staff interviewed demonstrated that they were aware of succession issues within their teams and that plans were in place to address any issues identified. We noted evidence of long term succession planning within the College.
- A personal skills framework is in place which forms part of every staff member's annual Professional Development and Review (PDR) process.
- Discussions with a sample of Managers identified that a formal means of evaluating the impact of staff learning and development on staff performance is in place through the PDR process and informally through regular one to one meetings held with staff.
- Although we established that there is no formal succession strategy in place we did obtain evidence that confirms that succession planning has been identified within College strategies and is being managed.
- Long term staff development and training is a key element of the College's succession arrangements, and our review evidenced the steps taken by the College to provide a supportive environment for staff development in this regard.
- Knowledge transfer is also a key component of the College's succession plans. Core organisational processes are well documented and existing staff are involved in helping to orient and train new staff members.
- Good practice in sustainable succession planning was identified within the College's research team where the core team of researchers are supplemented by a mix of interns, supply researchers and volunteers.
- Regular reporting of HR and Learning and Development activity is presented to the SMT, the Board and its sub-committees. Workforce data is regularly monitored by the Director of Organisational Development and HR and the effectiveness of training learning and development activity is monitored by the Professional Development Manager, as well as by managers through the PDR process.

Weaknesses

- No significant weaknesses were identified during our review.

7. Acknowledgements

We would like to take this opportunity to thank the College's staff that helped us during the course of our audit.

8. Findings and Action Plan

Objective 1: Critical positions have been identified that are the focus of succession planning efforts.

Without adequate identification of critical positions there is a risk that the College would be unable to effectively meet its strategic objectives. Workforce projection data and/or demographic analysis is essential in identifying risk areas.

Our review confirmed that there is no formal skills database currently in place, however we noted that there are alternative processes which ensure that critical positions are filled to ensure that staff resources are available to meet commitments. There is an approved establishment list maintained by HR and staffing budgets are based on approved posts. A review and approval process has been established to ensure that appointments, both internal and external, are managed in line with available budgets, curriculum and service demand and strategic objectives.

Managers continually monitor staff numbers to ensure that sufficient resources are attached to each department to ensure curriculum and support service levels can be met. Skills gaps are filled either through redeployment of staff from other areas of the College or, where necessary, through external recruitment in line with the staff budget model.

Profiling of staff over a three year period, in terms of age, qualifications and skills, is performed annually along with projections of staff turnover based on trends in previous years, staff age and access to pension funds, and known retirements. This is performed for all levels of staff including the Senior Management Team (SMT).

Staffing, including an analysis of skills mix, is reviewed annually as part of the curriculum planning and budget setting processes.

The College has identified critical positions, which are linked to key curriculum growth areas, which are identified in the Strategic Plan 2017 – 2020, including construction and research. The College has produced sector development plans which analyse resource requirements and feed into the curriculum planning process. Any planned increase in curriculum or commercial activity will be addressed by way of offering fixed term contracts which will be made permanent depending on demand, performance or where the College identifies a need to retain key staff. Bank staff are used to address resource gaps in the short term with the pool of bank staff reviewed annually to ensure that skills are available to meet College delivery requirements.

Objective 1: Critical positions have been identified that are the focus of succession planning efforts (continued).

The sample of staff interviewed demonstrated that they were aware of succession issues within their teams and that these would be managed through a combination of recruitment or providing further training, learning and development opportunities for staff. We noted evidence of long term succession planning within the College where staff have been identified to move into promoted roles in the future and have been provided with learning and development support to help them achieve that. For example, a member of staff within the MIS team recently completed a two-year secondment before moving into a promoted role and the Trainee HR Manager is currently going through a similar programme with a view to moving into a promoted role in time. Within the Curriculum teams, Programme Co-ordinators roles were created several years ago which allow lecturers to be appointed on a two-year fixed term basis allowing them to gain experience in reviewing quality of programmes and timetable management. All college managers undertake leadership training and new line managers and those aspiring to become line managers can access the college Chartered Management Institute level 6 qualification.

Objective 2: There is a clear understanding of capabilities needed for successful performance in key areas and critical positions.

A clear understanding of the capabilities required for successful performance in key areas and critical positions is essential for guiding learning and development plans, setting clear performance expectations, and for assessing performance. By completing the process of competency or position profiling current and future staff gain an understanding of the key responsibilities of the position; including the qualifications and behavioural and technical competencies required to perform them successfully.

There is a personal skills framework which forms part of every staff member's annual Professional Development and Review (PDR) process. This covers a mix of general skills such as customer service excellence, teaching quality framework and specific skills (as outlined in job specifications).

PDRs are conducted by line managers and any training needs to address skills gaps, or to meet future departmental or individual's aspirations are identified through this process and notified to the Professional Development Manager using the forms provided. The PDR also considers previous training provided and the impact this has had on employee performance and increasing understanding. Discussions with a sample of Managers identified that there is a formal means of evaluating the impact of staff learning and development on staff performance through the PDR process and informally through regular one to one meetings held with staff.

The College's strategic objectives are agreed by the Board of Management and cascaded down to the SMT, operational managers and to staff through the preparation of operational plans which directly link into the College's strategic objectives. We examined the College's strategic objectives and a sample of operational plans and found that the objectives outlined for each department aligned well with the strategic objectives of the College. Within the operational plans, each objective is assigned to individual members of staff which must be completed in order to meet the objective. This is linked to the PDR process.

Objective 3: Succession management strategies have been developed.

Although we found that there is no formal succession strategy in place we did obtain evidence that confirms that succession planning is being managed effectively. For example, the College has recently produced the Organisational and Professional Development Strategy 2017-2020 (OPDS) which is aligned with the objectives of the College Strategic Plan 2017-2020. A strategic objective of the College is *‘to engage in proactive workforce planning to attract and equip our staff with the skills and attributes required to meet our ongoing and future needs.’* The College OPDS identifies how this will be achieved, including:

- Developing effective workforce planning processes;
- Developing robust recruitment practice that is closely aligned to organisational values, commitments and workforce planning mechanisms;
- Supporting continued opportunities for professional learning closely aligned to the strategic plan and associated workforce priorities;
- Developing a programme to support the development of those aspiring to future leadership and management roles; and
- Promoting development opportunities through secondments, networking and collaborative working with the wider partnership.

As part of the development of workforce planning, the College has undertaken an analysis of the age profile of staff at various levels across the College, including SMT, curriculum and support managers, lecturers and support staff. An analysis of temporary and permanent staff across curriculum subjects has also been completed.

Long term staff development and training is a key element of the College’s succession arrangements, the aim of which is to build the capacity and skills of its staff to meet curriculum and support service commitments both now and in the future. Our review evidenced that the College provides a supportive environment for staff development in this regard, including:

- Leadership development and talent management provided through the LEAD management development programme and the Chartered Management Institute Certificate in First Line Management qualification which are offered to all managers;
- Staff are offered the opportunity to study towards teaching and postgraduate qualifications such as the PDA Teaching Practice in Scotland’s Colleges, which is open to all staff, and the Teaching Qualification Further Education (TQFE), which all permanent teaching staff must complete after achieving the PDA;
- A range of practical support options, including secondments;
- Opportunities for staff to engage in research; and
- Various initiatives which run throughout the year which provide opportunities for teaching staff to share experiences and best practice, including the Learning and Teaching Working Group.

Objective 3: Succession management strategies have been developed (continued).

Knowledge transfer is also a key component of the College's succession plans. Core organisational processes are well documented and existing staff are involved in helping to orient and train new staff. Managers ensure that knowledge transfer is factored into operational and succession planning, by identifying skills gaps or reliance on specific individuals within their teams and addressing the associated risks. Work load analysis is undertaken by managers, particularly Programme Development Managers (PDMs) on the curriculum side. Managers are also expected to discuss these issues with other managers in order to identify any opportunities and risks across the College. Development of the College's work force planning processes, implementation of the OPDS and Research and Innovation Strategy, and future development of the HR system should also help to strengthen the College's succession planning processes.

Good practice in sustainable succession planning was identified within the College's research team where the core team of researchers are supplemented by a mix of interns, supply researchers and volunteers. This approach provides individuals with an opportunity to gain experience in a research environment whilst allowing the College to grow its research team and develop a pool of researchers who could potentially be offered a fixed term research contract subject to funding.

Objective 4: Strategies have been documented in an action plan and this is being implemented.

Although there is no formal succession strategy there are a number of key strategies which underpin the Strategic Plan 2017 – 2020, which collectively identify objectives relating to succession planning. These are then translated into actions which will be included within departmental operational plans from academic year 2017/18. The current Strategic Plan covers the period 2017 to 2020 and so the strategic objectives are not fully reflected in the College operational plans for the 2016/17 academic year which reflect those which were included within the previous strategic plan.

The OPDS and Research and Innovation Strategy include a set of KPIs which will be used to monitor the effectiveness of the strategies and achievement of the strategic objectives. A set of KPIs and targets were agreed between the SMT and the Board in June 2017. Academic year 2017/18 will be the first full year that the strategy will have been in place and in time trend data will become available which should provide a meaningful measurement of the effectiveness of both strategies.

Objective 5: Succession planning activities are systematically evaluated and monitored, and adjusted where necessary.

To ensure that the College's succession planning processes are successful, it is important to systematically monitor workforce data, evaluate activities and make necessary adjustments.

Regular reporting of HR and Learning and Development activity is presented to the SMT, the Board and its sub-committees. Workforce data is regularly monitored by the Director of Organisational Development and HR and the effectiveness of training learning and development activity is monitored by the Professional Development Manager, as well as by managers through the PDR process.

Joint Consultative Committee

30th May 2017

16:00

Room 220

Present	Roddy Henry (Chair), Lindsay Ferries, Andrew Chatterton & Gordon MacPherson (EIS)
Apologies	None
In Attendance	Shona MacDonald (Minute)
Status of Minutes	Draft

Action Points

Action No	Action	Responsibility & Timescale
1	Forward a factual note on deductions to EIS	Closed

1. WELCOME AND APOLOGIES

The Chair welcomed those present to the meeting. The absence of UNISON and GMB was noted.

2. MINUTES OF PREVIOUS MEETING 26th APRIL 2017

The minutes were reviewed and agreed.

3. NATIONAL BARGAINING UPDATE

RH and LF advised that they would be attending an extraordinary Principals group meeting followed by an Employers' Association meeting on the 31 May. There had been suspension of industrial action but further clarity on the position was required and no changes would be made until the position was clear. A full technical implementation brief was required before any changes were made to payments to ensure accuracy.

EIS advised they had not received information and AC would attend a national executive meeting on Friday the 2nd of June.

There was discussion regarding local agreements (for example remission guidance). LF advised that the college would still be in a position to enter into local agreements but this would be clarified at a later day. The college would hope to maintain local discretion in regards to local agreements.

The recruitment of permanent staff is on hold, where possible, until clarity on costs and resources to cover them is achieved, to ensure the college is flexible in relation to associated risks.

Both parties raised concerns regarding the potential impact on student success rates due to strike action. Both parties were confident that staff and managers are working positively together to mitigate any impact on students.

EIS were thanked for managing the pickets effectively, and both parties appreciated the mutual respect, understanding and pragmatism adopted during the national bargaining process and associated industrial action.

4. DATE AND TIME OF THE NEXT MEETING

The date of the next meeting was 19th September 2017.

Signed by the Chair: _____

Date: _____